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MOUNT HOLYOKE COLLEGE

THE SEVENTY-FIFTH ANNIVERSARY

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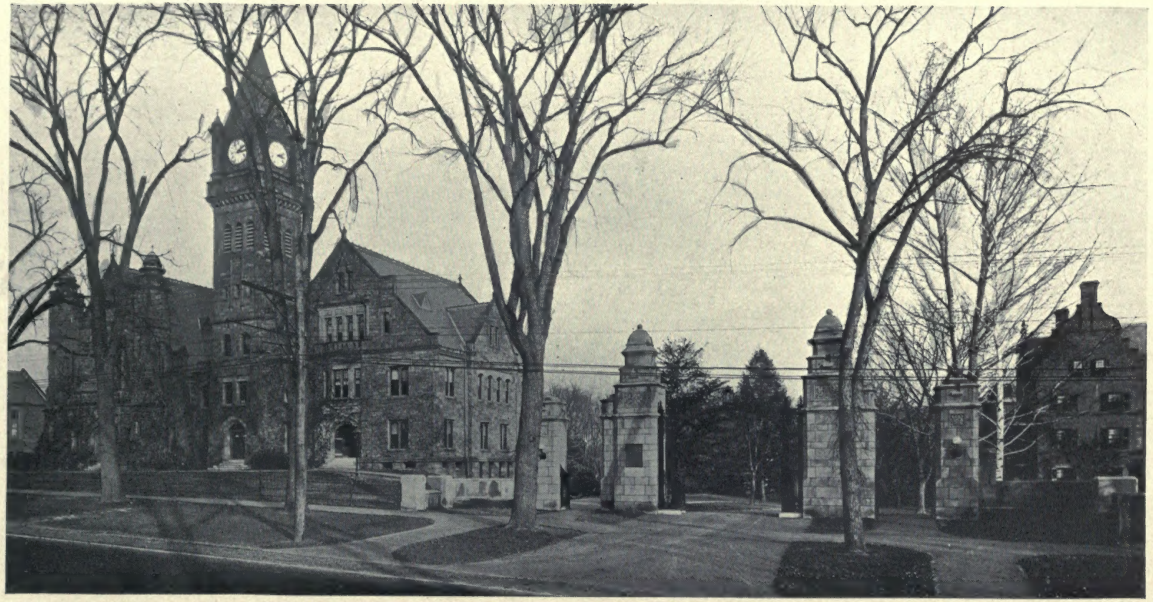

Mary Lyon Hall Field Memorial Gateway Mary Brigham Hall

Educat
Univ.
M.

MOUNT HOLYOKE COLLEGE

THE SEVENTY-FIFTH ANNIVERSARY

129400
25/9/13

SOUTH HADLEY, MASSACHUSETTS
OCTOBER EIGHTH AND NINTH
NINETEEN HUNDRED AND TWELVE

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By Mount Holyoke College
South Hadley, Massachusetts

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FOREWORD

On November 9, 1909, it was voted by the trustees of Mount Holyoke College that the seventy-fifth anniversary of the founding of the Seminary by Mary Lyon be observed with appropriate ceremonies, and a committee was appointed to have the matter in charge.

To begin a record of this celebration with a program of the exercises which took place on the morning of October 8, 1912, would be to miss much of the interest and significance of the occasion. That day marked the rounding out of seventy-five years of history; it was also the culmination of three years of active preparation for the great event. During those years the celebration had gradually taken on the characteristics which gave atmosphere to the two brief days, an atmosphere felt and remarked upon by many academic and alumnæ guests. It had become a symbol of the coöperative spirit of Mount Holyoke, never lost since it was first breathed into it by Mary Lyon.

The trustees decided that the completion of three quarters of a century of life should be commemorated by adding a half million to the endowment. The raising of the money was entrusted to a committee* of the trustees. From the president's office and that of the dean the active campaign was largely directed, extra secretarial assistance being provided to leave these officers as free as possible for this special work. The General Education Board promised $100,000 for the fund, provided the remaining $400,000 should be pledged by the end of October, 1912, to be paid in full by December, 1916. The generous pledge of Mrs. John Stewart Kennedy to give $100,000 soon reduced to $300,000 the amount to be raised. The Board permitted $100,000 of the entire sum to be designated for building purposes, which gave the alumnæ and the students both

* See page 207.

opportunity and incentive to continue their special work of raising money for a student-alumnæ building. This part of the fund was under the direction of the dean, the alumna chairman of the Student-Alumnæ Building Committee, Mrs. Mary Dudley Willcox of Lawrenceville, N. J., and the chairman of the student committee. There were two gifts of $50,000 each for the endowment from donors who wished their names withheld and a gift of $25,000 from Mr. and Mrs. Norman W. Harris of Chicago, which with a great number of gifts and pledges not enumerated here more than met the conditions imposed by the General Education Board. On August 27, 1912, two months earlier than the limit of time allowed, a total of $553,000 was assured, of which $108,000 was for the Student-Alumnæ Building. The $25,000 given by Mr. and Mrs. Harris was designated to go toward the endowment of the Department of Zoölogy.

Mr. Joseph A. Skinner of the Board of Trustees and his brother, Mr. William Skinner of Holyoke, had made a further promise of a building which should serve as a recitation hall provided the half million dollars were raised.

The Field Memorial Gateway of brownstone and wrought iron, erected on College Street a little to the south of Mary Lyon Hall, was the gift of Mrs. Helen Field James and Mr. Joseph Nash Field in memory of their mother, Fidelia Nash Field, and was completed just before the Anniversary.

An endowment fund, to bear when completed the name of the Nancy Everett Dwight Foundation, for maintaining the Dwight Art Building and adding to the collections, received from the Dwight family $11,100 and from other sources $900.

Some notable additions to the collections in Dwight Art Building were casts of three important examples of Renaissance sculpture, Donatello's Tabernacle of the Annunciation, from the church of S. Croce, Florence, Jacopo della Quercia's recumbent portrait statue of Ilaria

del Carretto from the Cathedral at Lucca, and Michael Angelo's Madonna of Bruges, all purchased from the fund of $900, given as a memorial to Mrs. Jane Harris Benner of the class of 1872 by members of Mrs. Benner's family and by alumnæ of the Boston Association, and others, through the special efforts of Mrs. Julia E. Drinkwater of the class of 1872. Reproductions of statues, reliefs and portrait heads from ancient Egypt, seventy-five pieces, were the gift of Mr. and Mrs. Norman W. Harris. Her own working collection of photographs illustrating ancient art, valued at $2000, was given to the Art Department by Louise Fitz-Randolph, Emeritus Professor of Archæology and History of Art.

Another gift announced at the time of the Anniversary was $1000 from two of the alumnæ, the Misses Henrietta M. and Margaret P. Wright, of Northampton, for the building of a plant physiology laboratory in connection with the Talcott Arboretum.

The Executive Committee of the faculty was first called to meet with committees of the trustees and alumnæ in January, 1911. This committee, whose chairman was Associate Professor Abby H. Turner, planned all the details of the preparations and of the celebration, foreseeing every need and possible emergencies, assigning much of the work to subcommittees which included nearly the entire body of faculty and staff, and finally through a student committee arranging careful schedules of appointments for large numbers of students to assist the faculty committees at every hour when such assistance was requested.

The Publicity Committee by sending announcements of the Anniversary and notes of Mount Holyoke's history to newspapers in all sections of the country endeavored to hold the attention of friends and awaken the interest of strangers in the significance of the celebration in educational history. Reports of the addresses and the Pageant were widely distributed and some timely magazine articles secured.

Preliminary announcements were sent to colleges and universities and to the alumnæ in April, 1912, the forms of which are printed in the appendix; in June invitations were mailed to all alumnæ, nearly 7000 graduates and non-graduates of the Seminary and the College, and their husbands; and in August 2000 formal invitations were sent to colleges and universities, representatives of the government and of learned societies, and to individual friends. Circulars of information accompanied all of the invitations.

The Committee on Accommodations engaged all available rooms in South Hadley, made provision for entertainment in Holyoke, Springfield and Amherst, and engaged a caterer to serve meals in the church hall on the anniversary days, building a temporary kitchen for his use. Elizabeth Mead Hall was reserved for delegates and other official guests, Mary Brigham Hall for alumnæ representatives, and members of the faculty and prominent citizens extended the hospitality of their homes. All the students from the guest halls, 203 in number, were furnished with couches in the rooms of students in other halls. As a special courtesy to the older alumnæ, those from years before 1860 who were not delegates, thirty-five students from the first and second floors of Pearsons Hall gave up their rooms in exchange for rooms in the village which had been engaged for alumnæ.

The acceptances from the colleges, from specially invited guests and from loyal daughters were so many that the preparations which had been made were not too extensive. The extra street cars, the private automobiles at the service of the college, the extra restaurant at the village church, the rest rooms for women and for men, the Information Bureau and checking rooms, the large tent for the overflow from the gymnasium at the alumnæ luncheon were all appreciated fully. Since the chapel, the largest auditorium of the college, has a seating capacity of only 1100, an outdoor auditorium was prepared on the

eastern slope of the grove with firmly constructed benches for seating 2800 persons, in full view of the speakers' stand and that for the choir and the orchestra. Tickets were also issued for standing room within the enclosure increasing the number of the audience to about 3500.

The music for the occasion was planned by Professor William C. Hammond and Associate Professor Julia B. Dickinson of the Music Department and included singing by the vested choirs, 130 voices, at the Alumnæ Commemoration Exercises and the Intercollegiate Commemoration Exercises, and a song recital by Madame Louise Homer for the invited guests, Tuesday evening, followed the next hour by a repetition of most of the program for the students, younger alumnæ and faculty for whom there was not room at the first performance. A student serenade, which is each year one of the events of Commencement week, was given late Tuesday evening for the entertainment of guests. Students in cap and gown, each carrying a lighted lantern, after serenading the guest halls, formed on the South campus the numerals 1837 and 1912 and the words Mount Holyoke, outlined for spectators by the orange-colored lanterns. Colt's band from Hartford added to the festival character of Wednesday, and a Springfield orchestra furnished music at the Intercollegiate exercises.

The autumn foliage at the height of its glory made ordinary methods of decoration seem of little value, but the festive appearance of the campus was conserved for the evenings by electric-illuminated spherical lanterns hung like great oranges in the trees about the South campus and along the walks. The chapel was decorated for the indoor exercises by banners of visiting colleges, hung in groups from the cross beams, and by a Mount Holyoke banner and seal above the platform. The gymnasium was transformed for the two luncheons into a garden surrounded by a green lattice trailed with fresh smilax, divided by posts surmounted with baskets of fruit

and jars of flowers, and by festoons of smilax and flowers around the running track.

A list of all the committees will be found in the appendix. The Emergency Committee made careful provision for emergencies of various kinds, but not even the weather necessitated any change in the plans which had been made with such definiteness.

Tuesday was particularly a Mount Holyoke alumnæ day, Wednesday an intercollegiate day; Tuesday a day of looking backward, of historical reminiscence and appraisal, Wednesday a day of vision and prophecy. The full program and the text of the addresses follow with a description of the Pageant, which will perhaps be longest remembered of any part of the celebration.

HISTORICAL SKETCH

Mount Holyoke College, in South Hadley, Massachusetts, was founded by Mary Lyon as Mount Holyoke Seminary, chartered by the Massachusetts Legislature in 1836, and opened on November 8, 1837. Miss Lyon's ideal, as expressed in her own words, was an institution, endowed by public gifts and under the control of responsible trustees, which should "put within the reach of students of moderate means such opportunities that none can find better, . . . a permanent institution consecrated to the work of training young women to the greatest usefulness" . . . and one "designed to be furnished with every advantage that the state of education in this country will allow."

The only institutions sufficiently endowed to give them permanence were the colleges; and of these, the only one open to women was the Oberlin Collegiate Institute in Ohio, founded in 1833. Because of the remoteness of this institution, it was practically inaccessible to all New England girls. This made education for girls, beyond the limited public school, a luxury to be enjoyed only by the rich, since the price of a girl's board for a year was often twice that of a whole college course for her brother.

Mary Lyon's connection with the school was not a long one, for she lived only twelve years after its opening, but those years were significant ones in the history of higher education for women. The success of the enterprise was assured from the first; eighty students were present at the opening of the first year, and four hundred were refused from lack of room at the beginning of the second year. The original building was enlarged until, in 1865, two wings had been completed, and joining these so as to form a quadrangle, another addition was built which contained the laundry and gymnasium. Through the generosity of

trustees and friends, other buildings were added until, in 1896, there were the Library, Lyman Williston Hall, Shattuck Hall, the Observatory, and two cottages.

In 1888 a charter was granted to Mount Holyoke Seminary and College, and in 1893 the seminary course was discontinued, and a charter granted to Mount Holyoke College.

On September 27, 1896, the old historic building was burned, necessitating the rebuilding of the College. Since that time, eighteen buildings have been added including Chapel and Administration Building, Library, Art, and Music Buildings, plant and power houses, ten residence halls, and a President's House on a campus of 250 acres.

For the five years before the fire the average number of students in a year was 311; in the present year, 1912-1913, there are 755 students, a total limited by the accommodations. Sixty-five Bachelor of Arts degrees were conferred in 1912 and three Masters' degrees in course. The faculty in active service this year number eighty-five, with twenty assistants in academic departments, and an additional administrative staff of twenty-two. The number of semester courses is 296, offered by twenty-one departments. During the seventy-five years, Mount Holyoke has enrolled more than 10,000 students, sending out 2202 graduates of the Seminary and 2185 graduates with college degrees.

The price of board and tuition is $350 a year. Scholarship funds amount to $171,000 and the College awards annually to its graduates four fellowships of about $500 each and a graduate scholarship of $200 for study in this country or in Europe. Mount Holyoke contributes to the support of the American School of Classical Studies at Athens, to the American School of Classical Studies at Rome, and to the American Woman's Table in the Zoölogical Station at Naples, and maintains an investigator's room at the Marine Biological Laboratory at Woods Hole, Massachusetts.

A chapter of Phi Beta Kappa was organized in 1905. The name of Mount Holyoke was on the first list of colleges eligible to the benefit of retiring allowances granted by the Carnegie Foundation for the Advancement of Teaching.

The estimated value of the plant, buildings and grounds, scientific apparatus, collections is $1,072,572. The library contains 51,000 volumes. The general endowment fund, including some recent pledges not yet paid, has been brought by the recent campaign to the sum of $1,100,000.

THE ORDER OF EXERCISES

TUESDAY, OCTOBER EIGHTH

Half-past Ten o'Clock

ALUMNAE COMMEMORATION EXERCISES, MARY LYON CHAPEL

(Admission by ticket)

ORGAN PRELUDE Overture in D Major.....*Handel*

PROCESSIONAL.....(Old Dutch Melody, A.D. 1626)

We gather together to ask the Lord's blessing,
He chastens and hastens His will to make known;
The wicked oppressing, cease them from distressing,
Sing praises to His name, He forgets not His own.

Beside us to guide us, our God with us joining,
Ordaining, maintaining His kingdom divine.
So from the beginning the fight we were winning,
Thou, Lord, wast at our side, all glory be Thine.

We all do extol Thee, Thou leader in battle,
And pray that Thou still our defender wilt be.
Let Thy congregation escape tribulation;
Thy name be ever praised, O Lord, make us free.

INVOCATION

VENITE EXULTEMUS IN D.....*Dr. William Boyce*

GREETING

MARY EMMA WOOLLEY, Litt.D., L.H.D., LL.D., President of Mount Holyoke College

*ELIZABETH STORRS MEAD, A.M., L.H.D., Ex-President of Mount Holyoke College

*Mrs. Mead was unable to be present.

Addresses

The Founder of Mount Holyoke
Harriet Beardslee Prescott, '86, Supervisor of the Catalogue Department, Columbia University Library

Principals and Presidents of Mount Holyoke
Anna Cheney Edwards, A.M., '59, Associate Principal, Mount Holyoke Seminary, 1872-1888; Professor of Theism and Christian Evidences, Mount Holyoke College, 1888-1890

Daughters of Mount Holyoke
Lucy Cope Shelmire, '77, President of the Alumnæ Association

Mount Holyoke's Part in Social, Religious, and Philanthropic Movements

As a Seminary Marion Gaylord Atwell, '79, Alumna Trustee, 1900-1905; President of the Alumnæ Association, 1905-1910

As a College Mary Preston, A.B., '10, Secretary of Young People's Work, Woman's Board of Missions

Hymn ..... *Sir Joseph Barnby*

1 For all the saints, who from their labors rest,
Who Thee by faith before the world confessed,
Thy name, O Jesus, be forever blessed. Alleluia!

2 Thou wast their rock, their fortress, and their might:
Thou, Lord, their captain in the well-fought fight;
Thou, in the darkness drear, their light of light. Alleluia!

3 Oh, may Thy soldiers, faithful, true, and bold,
Fight as the saints who nobly fought of old,
And win, with them, the victor's crown of gold. Alleluia!

4 Oh, blest communion, fellowship divine!
We feebly struggle, they in glory shine;
Yet all are one in Thee, for all are Thine. Alleluia!

5 And when the strife is fierce, the warfare long,
Steals on the ear the distant triumph-song,
And hearts are brave again, and arms are strong. Alleluia!

6 The golden evening brightens in the west;
Soon, soon to faithful warriors cometh rest;
Sweet is the calm of Paradise the blest. Alleluia!

7 But lo, there breaks a yet more glorious day;
The saints triumphant rise in bright array;
The King of glory passes on His way. Alleluia!

8 From earth's wide bounds, from ocean's farthest coast,
Through gates of pearl streams in the countless host,
Singing to Father, Son, and Holy Ghost, Alleluia!

ADDRESSES

Mount Holyoke's Part in the Missionary Movement

HELEN BARNETSON CALDER, A.B., '98, Associate Secretary, Woman's Board of Missions

Mount Holyoke's Work for Education

As a Seminary SARAH PORTER EASTMAN, Litt.D., '61, Trustee of Mount Holyoke College

As a College VIVIAN BLANCHE SMALL, A.M., '96, Instructor and Associate Professor, Mount Holyoke College, 1901-1909; President, Lake Erie College

ANTHEM . . . . . *Herbert W. Waring*

He sendeth the springs into the valleys, which run among the hills.
He watereth the hills from His chambers: the earth is satisfied with the fruit of Thy works.
When thus it shall be in the midst of the land among the people, there shall be as the shaking of an olive tree, and as the gleaning grapes when the vintage is done.
For as the earth bringeth forth her bud, and as the garden causeth the things that are sown in it to spring forth; so the Lord will cause righteousness and praise to spring forth before all the nations.
Praise the Lord from the earth, ye dragons, and all deeps:
Fire and hail; snow and vapours; stormy wind fulfilling His word:
Mountains, and all hills; fruitful trees, and all cedars;
Let them praise the name of the Lord: for His name alone is excellent.
His glory is above the earth and heaven.

PRAYER

FRANCES MARY HAZEN, A.M., '63, Professor Emeritus of Latin Language and Literature

RECESSIONAL Ancient of Days . . . . . *Dr. J. A. Jeffery*

ORGAN POSTLUDE March in C Major . . . *M. Enrico Bossi*

One o'Clock

ALUMNAE LUNCHEON, THE GYMNASIUM

(Admission by Ticket)

Half-past Two o'Clock

*FESTIVAL PROCESSION, THE OUTDOOR AUDITORIUM

(Admission by Ticket)

THE LIBERAL ARTS AND SCIENCES, PRESENTED BY THE STUDENTS

THE SEVENTY-FIVE YEARS OF THE LIFE OF MOUNT HOLYOKE, PRESENTED BY ALUMNAE

Minstrels

Master of Ceremonies

Heralds in classical wayfaring dress
Department of Biblical Literature
Department of Greek
Department of Latin

Heralds of the Sciences in rose and yellow
Department of Mathematics
Departments of Physics and Astronomy
Department of Chemistry
Departments of Geology, Botany, and Zoölogy

*A full program is printed on page 175.

Heralds in English costume of the fourteenth century
Department of English
Department of English Literature

Heralds in Italian costume of the fifteenth century
Department of Art and Archæology
Department of Education
Department of History

Heralds in German costume of the sixteenth century
Department of German
Department of Music

Heralds in costume of the seventeenth century
Department of Philosophy and Psychology
Department of Economics
Department of Romance Languages

Heralds in Mount Holyoke blue and white
Alumnæ representing the seventy-five years of the life of Mount Holyoke

Eight o'Clock

Song Recital, Mary Lyon Chapel

(Admission by Ticket)

Madame Louise Homer

1

(*a*) Dem Unendlichen ..... *Schubert*
(*b*) Von ewiger Liebe ..... } *Brahms*
(*c*) Der Schmied ..... }

2

(*a*) Der Engel ..... *Wagner*
(*b*) Er ist's ..... *Schumann*
(*c*) Kindesgebet ..... *Reger*
(*d*) Mit deinen blauen Augen ..... *Strauss*
(*e*) Das Elfenlied ..... *Wolf*

3

(*a*) The Fiddler of Dooney .....
(*b*) The Sick Rose (new) ..... } *Sidney Homer*
(*c*) Infant Sorrow (new) .....
(*d*) The Song of the Shirt .....

4

(*a*) Morning Hymn ..... *Henschel*
(*b*) 'Way Down South ..... *Sidney Homer*
(*c*) Lute Song ..... } *Parker*
(*d*) Love in May ..... }

MRS. EDWIN N. LAPHAM at the Piano

Half-past Nine o'Clock

STUDENT SERENADE, SOUTH CAMPUS

WEDNESDAY, OCTOBER NINTH

Half-past Nine o'Clock

FORMATION OF THE ACADEMIC PROCESSION, THE LIBRARY

Order of the Procession

Head Marshal
Marshals
The President of the College and the Governor of the Commonwealth
The Ex-President of the College and Officers of the Board of Trustees
The Speakers
Marshals
The Trustees of the College
Marshals
Recipients of Honorary Degrees
Marshals
Delegates from Universities and Colleges
Representatives of Educational Societies
Representatives of State and Town, and Other Guests
Marshals
The Faculty and Staff of the College
Marshals
Ex-Principals, Ex-Alumnæ Trustees, Officers of the Alumnæ Association, and Alumnæ Representatives by Classes
Marshals
The Class of Nineteen Hundred and Thirteen

(The order of the procession on entering the auditorium is reversed)

FORMAL OPENING OF THE FIELD MEMORIAL GATEWAY

Given in Memory of FIDELIA NASH FIELD
by her children
HELEN FIELD JAMES and JOSEPH NASH FIELD

Half-past Ten o'Clock

INTERCOLLEGIATE COMMEMORATION EXERCISES, THE OUTDOOR AUDITORIUM

(Admission by Ticket)

ORCHESTRAL PRELUDE March.....*Mendelssohn*

INVOCATION

THE REVEREND HENRY ALBERT STIMSON, D.D.

FESTIVAL TE DEUM IN A MAJOR....*George A. Westbury*

GREETING FOR THE COMMONWEALTH OF MASSACHUSETTS

*His Excellency, EUGENE NOBLE FOSS, A.B., Governor of Massachusetts

ADDRESSES BY

ARTHUR TWINING HADLEY, PH.D., LL.D., President of Yale University

M. CAREY THOMAS, PH.D., LL.D., President of Bryn Mawr College

MARION LEROY BURTON, PH.D., D.D., LL.D., President of Smith College

*Governor Foss was unable to be present.

HYMN St. Ann's . . . . . *Dr. William Croft*

1 O God, our help in ages past,
Our hope for years to come,
Our shelter from the stormy blast,
And our eternal home:

2 Under the shadow of Thy throne
Thy saints have dwelt secure;
Sufficient is Thine arm alone,
And our defense is sure.

3 Before the hills in order stood,
Or earth received her frame,
From everlasting Thou art God,
To endless years the same.

4 A thousand ages in Thy sight
Are like an evening gone;
Short as the watch that ends the night
Before the rising sun.

5 Time, like an ever-rolling stream,
Bears all its sons away;
They fly forgotten, as a dream
Dies at the opening day.

6 O God, our help in ages past,
Our hope for years to come,
Be Thou our guard while life shall last,
And our eternal home.

ADDRESSES BY

ELLEN FITZ PENDLETON, LITT.D., President of Wellesley College

JAMES MONROE TAYLOR, D.D., LL.D., President of Vassar College

*ABBOTT LAWRENCE LOWELL, PH.D., LL.D., President of Harvard University

*President Lowell was unable to be present, but his address is printed on page 119.

ANTHEM . . . . . *Sir Frederick Bridge*

Rejoice in the Lord, O ye righteous; it becometh well the just to be thankful. Blessed is the nation whose God is the Lord, and the people whom He hath chosen for His own inheritance. The Lord looketh from Heaven, He beholdeth all the sons of men from the habitation of His dwelling. He considereth all the inhabitants of the earth. He fashioneth their hearts alike. He considereth all their works. There is no king that can be saved by the multitude of an host; a mighty man is not delivered by much strength. Behold the eye of the Lord is upon them that fear Him. Upon them that hope in His mercy to deliver their soul from death, and to feed them in the time of dearth. Our soul hath patiently tarried for the Lord. For He is our help and our shield. Our heart shall rejoice in Him. We have hoped in His Holy Name. Let Thy merciful kindness, O Lord, be upon us, as we do put our trust in Thee.

CONFERRING OF HONORARY DEGREES

HYMN Ein' Feste Burg . . . . . *Martin Luther*

A mighty fortress is our God,
A bulwark never failing;
Our helper He amid the flood
Of mortal ills prevailing;
For still our ancient foe
Doth seek to work us woe;
His craft and power are great,
And armed with cruel hate,
On earth is not his equal.

Did we in our own strength confide,
Our striving would be losing,—
Were not the right man on our side,
The man of God's own choosing:
Dost ask who that may be?
Christ Jesus, it is He!
Lord Sabaoth, His name,
From age to age the same;
And He must win the battle.

And though this world, with devils filled,
Should threaten to undo us,
We will not fear, for God hath willed
His truth to triumph through us;

The prince of darkness grim—
We tremble not for him;
His rage we can endure;
For lo, his doom is sure;
One little word shall fell him.

That word above all earthly powers—
No thanks to them—abideth;
The Spirit and the gifts are ours,
Through Him who with us sideth:
Let goods and kindred go,
This mortal life also;
The body they may kill,
God's truth abideth still;
His kingdom is forever.

PRAYER

THE REVEREND ROCKWELL HARMON POTTER

BENEDICTION

THE REVEREND JESSE GILMAN NICHOLS

FESTIVAL POSTLUDE March.....*Verdi*

One o'Clock

LUNCHEON FOR DELEGATES AND OFFICIAL GUESTS, THE GYMNASIUM

(Admission by Ticket)

Two o'Clock

ORGAN RECITAL, MARY LYON CHAPEL

WILLIAM CHURCHILL HAMMOND
Head of the Department of Music

Symphony No. 1, Op. 20 ..... *A. Maquaire*

I Allegro
II Andante
III Scherzo
IV Allegro Vivace

Meditation ..... *Nathan H. Allen*
Serenade ..... *Ralph Kinder*
Toccata Op. 71, No. 7 ..... *Arthur Foote*
Chanson d'Orgue ..... *William Y. Webbe*
Prelude and Fugue in E Flat (Saint Ann's) ..... *Bach*

Half-past Two o'Clock

Addresses and Presentation of Delegates, Mary Lyon Chapel

(Admission by Ticket)

Greetings in Behalf of

City Universities and Colleges

*John Huston Finley, Ph.D., LL.D., President of the College of the City of New York

New England Colleges

William Arnold Shanklin, L.H.D., LL.D., President of Wesleyan University

Daughter Colleges of Mount Holyoke

Luella Clay Carson, Litt.D., LL.D., President of Mills College

Colleges of the Connecticut Valley

Alexander Meiklejohn, Ph.D., LL.D., President of Amherst College

Universities and Colleges of the Orient

Jinzo Naruse, President of the Japan Women's University, Tokyo

*President Finley was unable to be present. The greetings were presented by Professor Harry Allen Overstreet, of the same college.

Theological Schools

THE REVEREND FRANCIS BROWN, D.D., LL.D., President of Union Theological Seminary

Canadian Universities and Colleges

*THE HONORABLE WILLIAM RENWICK RIDDELL, Justice of the King's Bench, Toronto

Universities and Colleges of the Middle West

HENRY CHURCHILL KING, D.D., LL.D., President of Oberlin College

Half-past Four o'Clock

THE PRESIDENT'S RECEPTION TO DELEGATES, ALUMNAE, AND OTHER GUESTS, THE PRESIDENT'S HOUSE

*Justice Riddell was unable to be present.

LIST OF DELEGATES

An asterisk indicates that a delegate, although regularly accredited, was unable to be present

FROM INSTITUTIONS IN FOREIGN COUNTRIES

UNIVERSITY OF TORONTO
*The Hon. William Renwick Riddell, Justice of the King's Bench, Toronto

DALHOUSIE UNIVERSITY
Ethel Muir, Ph.D.

McGILL UNIVERSITY AND ROYAL VICTORIA COLLEGE
Susan Elizabeth Cameron, A.M., Vice-Warden of Royal Victoria College and Assistant Professor of English, McGill University

SYRIAN PROTESTANT COLLEGE
Harry Gaylord Dorman, A.B., M.D., Professor of Pædiatrics

GIRTON COLLEGE, CAMBRIDGE
Mary Elizabeth Lowndes, Litt.D., Head Mistress, Rosemary Hall, Greenwich, Connecticut.

NEWNHAM COLLEGE, CAMBRIDGE
Mary Alice Willcox, Ph.D., Professor Emeritus of Zoölogy, Wellesley College

CONSTANTINOPLE COLLEGE
Helen F. McAfee, A.B., Head of the English Department

HUGUENOT COLLEGE, SOUTH AFRICA
Clinton T. Wood, A.M., Member of the Huguenot College Council

KOBE COLLEGE, JAPAN
Charlotte De Forest, A.M., Head of the Bible Department

INTERNATIONAL INSTITUTE FOR GIRLS IN SPAIN
Elizabeth Gulick Lincoln, A.B., Mount Holyoke, '02

COLEGIO INTERNACIONAL
Elsie Brown, A.B., Assistant to the Superintendent of Schools, Elmira, New York

SOMERVILLE COLLEGE, OXFORD
Anna Cabot Almy, A.B.

AMERICAN SCHOOL OF CLASSICAL STUDIES AT ATHENS

Henry Mather Tyler, D.D., Professor Emeritus of the Greek Language and Literature, Smith College, Member of the Managing Committee of the American School of Classical Studies at Athens

THE JAPAN WOMEN'S UNIVERSITY

Jinzo Naruse, President

FROM INSTITUTIONS IN THE UNITED STATES

HARVARD UNIVERSITY

*Abbott Lawrence Lowell, Ph.D., LL.D., President

Le Baron Russell Briggs, LL.D., Dean of the Faculty of Arts and Sciences; President of Radcliffe College

YALE UNIVERSITY

Arthur Twining Hadley, Ph.D., LL.D., President

UNIVERSITY OF PENNSYLVANIA

*Edgar Fahs Smith, Ph.D., Sc.D., L.H.D., LL.D., Provost

PRINCETON UNIVERSITY

Howard McClenahan, E.E., M.S., Dean and Professor of Physics

COLUMBIA UNIVERSITY AND BARNARD COLLEGE

Virginia Crocheron Gildersleeve, Ph.D., Dean and Professor of English, Barnard College, Member of the Naples Table Association

George Arthur Plimpton, A.B., Litt.D., Treasurer, Barnard College; President of the Board of Trustees, Amherst College

BROWN UNIVERSITY AND PEMBROKE COLLEGE

Walter Goodnow Everett, Ph.D., Professor of Philosophy, Brown University

Lida Shaw King, A.M., Dean, Pembroke College, Member of the Naples Table Association

RUTGERS COLLEGE

William Henry Steele Demarest, D.D., LL.D., President

Clarence Ward, A.M., Assistant Professor of the History of Art

DARTMOUTH COLLEGE

Charles Darwin Adams, Ph.D., Lawrence Professor of the Greek Language and Literature

UNIVERSITY OF PITTSBURGH

Samuel Black McCormick, D.D., LL.D., Chancellor

UNIVERSITY OF VERMONT

*Guy Potter Benton, D.D., LL.D., President

Bertha Mary Terrill, A.M., Mount Holyoke, '95, Dean of Women

WILLIAMS COLLEGE

*Harry Augustus Garfield, LL.D., President

Frederick Carlos Ferry, Ph.D., Sc.D., Dean and Professor of Mathematics

BOWDOIN COLLEGE

Wilmot Brookings Mitchell, A.M., Professor of Rhetoric and Oratory

UNION UNIVERSITY

Charles Alexander Richmond, D.D., LL.D., President of Union College, Chancellor of Union University

Edward Ellery, Ph.D., Sc.D., Professor of Chemistry, Union College

ANDOVER THEOLOGICAL SEMINARY

Albert Parker Fitch, D.D., President

HAMILTON COLLEGE

Cleveland King Chase, A.M., Professor of Latin

MIDDLEBURY COLLEGE

William Sargent Burrage, Ph.D., Professor of the Greek Language and Literature

ALLEGHENY COLLEGE

William Henry Crawford, D.D., LL.D., President

UNIVERSITY OF VIRGINIA

Robert Herndon Fife, Jr., Ph.D., Professor of the German Language and Literature, Wesleyan University

COLGATE UNIVERSITY

Joseph Frank McGregory, Sc.D., Professor of Chemistry

AMHERST COLLEGE

Alexander Meiklejohn, Ph.D., LL.D., President

George Daniel Olds, LL.D., Dean of the Faculty and Walker Professor of Mathematics

HOBART AND WILLIAM SMITH COLLEGES

John Ernest Lansing, A.M., Professor of Chemistry

TRINITY COLLEGE

Flavel Sweeten Luther, Ph.D., LL.D., President

LeRoy Carr Barrett, Ph.D., Professor of Latin

INDIANA UNIVERSITY

Frederic Austin Ogg, Ph.D., Assistant Professor of History in Simmons College

WESTERN RESERVE UNIVERSITY
Charles Franklin Thwing, D.D., LL.D., President

OXFORD COLLEGE FOR WOMEN
Mrs. Elizabeth Osborn Thompson

NEW YORK UNIVERSITY
Elmer Ellsworth Brown, Ph.D., LL.D., Chancellor

WESLEYAN UNIVERSITY
William Arnold Shanklin, L.H.D., LL.D., President

LAFAYETTE COLLEGE
William S. Hall, E.M., C.E., M.S., Professor of Technical Mathematics and Clerk of the Faculty

HAVERFORD COLLEGE
Albert Sidney Bolles, Ph.D., LL.D., Lecturer on Commercial Law

OBERLIN COLLEGE
Henry Churchill King, D.D., LL.D., President

HARTFORD THEOLOGICAL SEMINARY
William Douglas Mackenzie, D.D., LL.D., President

MARIETTA COLLEGE
Alfred Tyler Perry, A.M., D.D., President

UNION THEOLOGICAL SEMINARY
Francis Brown, D.D., LL.D., President
Arthur Cushman McGiffert, Ph.D., D.D., Professor of Church History

UNIVERSITY OF MICHIGAN
Angie Clara Chapin, A.M., Acting Dean, Wellesley College

KNOX COLLEGE
Thomas McClelland, D.D., LL.D., President

OHIO WESLEYAN UNIVERSITY
Mrs. May Alden Ward, A.M.

WOMAN'S COLLEGE
Joseph H. Apple, Ph.D., President
Helen Raymond Abbott, A.B., Mount Holyoke, '10, Instructor in English

OLIVET COLLEGE
Ellsworth Gage Lancaster, Ph.D., LL.D., President

BELOIT COLLEGE
*Edward Dwight Eaton, D.D., President
Walter Van Dyke Bingham, Ph.D., Assistant Professor of Psychology, Dartmouth College

College of the City of New York
*John Huston Finley, Ph.D., LL.D., President
Harry Allen Overstreet, Ph.D., Professor of Philosophy

Lawrence College
Archy Decatur Ball, D.D., Pastor of Saint John's Methodist Episcopal Church, New York City

University of Wisconsin
William Dodge Frost, Ph.D., Professor of Bacteriology

University of Rochester
Annette Gardner Munro, A.M., Dean of Women

Heidelberg University
Mary Isabel Park, Ph.D., Mount Holyoke, '91, Dean of Women

Milwaukee-Downer College
Ellen Clara Sabin, A.M., Litt.D., President

Elmira College
*Alexander Cameron Mackenzie, D.D., LL.D., President

Tufts College and Jackson College
Mrs. Caroline Stodder Davies, A.B., Dean, Jackson College

The Western College
Mary Alma Sawyer, A.M., Litt.D., Mount Holyoke, '79, Dean

Carleton College
Donald John Cowling, Ph.D., D.D., President
Mrs. Marion LeRoy Burton, A.B.

Pennsylvania State College
Sara Cutts Lovejoy, A.B., Mount Holyoke '98, Dean of Women

Chicago Theological Seminary
Edward Payson Drew, A.M., D.D., Pastor of the Old South Church, Worcester, Massachusetts

Lake Erie College
Vivian Blanche Small, A.M., Mount Holyoke '96, President
Minnie Almira Graham, Ph.D., Mount Holyoke '00, Professor of Chemistry

Whitman College
*Louis Francis Anderson, A.M., Vice-President and Professor of Greek

University of California
Charles Gilman Hyde, B.S., Professor of Civil Engineering

Wheaton College
Samuel Valentine Cole, D.D., LL.D., President
Ida Josephine Everett, A.M., Mount Holyoke '93, Dean

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
*Richard Cockburn Maclaurin, Sc.D., LL.D., President

VASSAR COLLEGE
James Monroe Taylor, D.D., LL.D., President
*Lucy Maynard Salmon, A.M., Professor of History

MASSACHUSETTS AGRICULTURAL COLLEGE
Kenyon L. Butterfield, A.M., LL.D., President
Joseph Bridge Lindsey, Ph.D., Head of the Department of Chemistry and Gressmann Professor of Agricultural Chemistry, Massachusetts Agricultural College; Vice-Director and Chemist of the Experiment Station

BATES COLLEGE
*George Colby Chase, D.D., LL.D., President
Marianna Woodhull, A.B., Dean of Women and Professor of Fine Arts

WORCESTER POLYTECHNIC INSTITUTE
Zelotes W. Coombs, A.M., Head of the Department of Languages, Professor of English, French and German

UNIVERSITY OF MAINE
*Robert Judson Aley, Ph.D., LL.D., President

WASHBURN COLLEGE
Frank Knight Sanders, Ph.D., D.D., LL.D., President

LEHIGH UNIVERSITY
Natt M. Emery, A.M., Vice-President
Frank P. McKibben, B.S., Professor of Civil Engineering

UNIVERSITY OF ILLINOIS
Nellie Esther Goldthwaite, Ph.D., Assistant Professor of Household Science

EPISCOPAL THEOLOGICAL SCHOOL
George Hodges, D.D., LL.D., D.C.L., Dean

CORNELL UNIVERSITY
Thomas Frederick Crane, A.M., Litt.D., Professor Emeritus of Romance Languages and Literature, Acting President

UNIVERSITY OF WOOSTER
Louis Edward Holden, D.D., LL.D., President

WELLS COLLEGE
Robert L. Zabriskie, A.B., E.E., Acting President
Clara Amity Bliss, B.S., Mount Holyoke '88, Professor of Chemistry

BOSTON UNIVERSITY
Lemuel Herbert Murlin, D.D., LL.D., President

UNIVERSITY OF MINNESOTA
Mary Lathrop Benton, A.B., Professor of Latin, Smith College

PENNSYLVANIA COLLEGE FOR WOMEN
Cora Helen Coolidge, B.L., Dean

NORMAL COLLEGE OF THE CITY OF NEW YORK
George Samler Davis, LL.D., President
Edgar Dawson, Ph.D., Professor of History and Political Science

OHIO STATE UNIVERSITY
Alfred Dodge Cole, A.M., Professor of Physics and Head of the Department

WILSON COLLEGE
Anna Jane McKeag, Ph.D., LL.D., President

SMITH COLLEGE
Marion LeRoy Burton, Ph.D., D.D., LL.D., President
John Tappan Stoddard, Ph.D., Professor of Chemistry

WELLESLEY COLLEGE
Ellen Fitz Pendleton, A.M., Litt.D., President, Member of the Naples Table Association
Adelaide Imogene Locke, A.B., S.T.B., Mount Holyoke '92, Associate Professor of Biblical Literature

RADCLIFFE COLLEGE
Mary Coes, A.M., Dean, Member of the Naples Table Association

UNIVERSITY OF NORTH DAKOTA
William B. Greenleaf, A.B.

BRYN MAWR COLLEGE
M. Carey Thomas, Ph.D., LL.D., President, Member of the Naples Table Association
Marion Reilly, A.B., Dean
Isabel Maddison, Ph.D., Recording Dean and Assistant to the President

MILLS COLLEGE
Luella Clay Carson, Litt.D., LL.D., President

MACALESTER COLLEGE
Henry John Voskuil, A.B., Missionary, Amoy, China

GOUCHER COLLEGE
*John B. Van Meter, A.M., D.D., Acting President
Eleanor Louisa Lord, Ph.D., Dean and Professor of History
Laetitia Morris Snow, Ph.D., Associate Professor of Botany, Wellesley College

CLARK UNIVERSITY
George Ellsworth Dawson, Ph.D., Professor of Psychology, Hartford School of Religious Pedagogy

CLARK COLLEGE

Edmund Clark Sanford, Ph.D., Sc.D., LL.D., President

Charles Brewster Randolph, Ph.D., Professor of Latin and Secretary of the Faculty

UNIVERSITY OF NEW MEXICO

James Franklin Messenger, Ph.D., Professor of Education, University of Vermont

ADELPHI COLLEGE

Charlotte Morrill, A.M., Mount Holyoke '61, Bursar

SIMMONS COLLEGE

Henry Lefavour, Ph.D., LL.D., President
Sarah Louise Arnold, Dean

CARNEGIE INSTITUTE OF TECHNOLOGY

*Arthur Arton Hamerschlag, ScD., LL.D., Director

FROM EDUCATIONAL SOCIETIES

Florence M. Cushing, A.B., Member of the Naples Table Association

Edwin Augustus Grosvenor, A.M., LL.D., Professor of Modern Government and International Law; President of the United Chapters of Phi Beta Kappa Association

*Philander Priestly Claxton, A.M., Litt.D., United States Commissioner of Education

*David Snedden, Ph.D., State Commissioner of Education for Massachusetts

William Orr, A.B., Deputy Commissioner of Education for Massachusetts

Nathaniel French Davis, A.M., LL.D., Professor of Mathematics, Brown University; Secretary of the New England College Entrance Certificate Board

MOUNT HOLYOKE ALUMNAE, REPRESENTATIVES OF CLASSES

1847 Mrs. Anna Robinson Taylor
1848 Miss Sarah I. Walker
1849 Mrs. Malvina Stanton Lang
1850 Miss Delia B. Burt
1851 Mrs. Fanny Arms Goddard
1852 Mrs. Anna Benton King

1853 Mrs. Mary Smith Selby
1854 Mrs. Ann E. S. Gale Williston
1855 Mrs. Elizabeth Goffe Peirce
1856 Miss Beulah Small
1857 Miss Myra M. F. Holman
1858 Miss Ellen Swett
1859 Mrs. Mary Beard Purington
1860 Mrs. Margaret Townsend Bidwell
1861 Mrs. Sarah DeWolf Gamwell
1862 Miss Elizabeth B. Prentiss
1863 Miss Ellen C. Parsons
1864 Mrs. Isabella Taylor Dorman
1865 Mrs. Julia Parsons Bodfish
1866 Miss Louise F. Cowles
1867 Mrs. Caroline Marvin Russell
1868 Mrs. Annie Sawyer Black
1869 Mrs. Celia Dame Hoole
1870 Miss Jane K. Hoover
1871 Mrs. Hettie Dodd Carter
1872 Mrs. Mary Bennett Morse
1873 Mrs. Fanny Upson Lockhart
1874 Mrs. Sarah Lord Kneeland
1875 Miss Amelia S. Dickerman
1876 Miss Emma J. Sloan
1877 Miss Susan H. Cairns
1878 Mrs. Clara Smith Gaylord
1879 Miss S. Louise Bell
1880 Miss Lillie L. Sherman
1881 Miss Harriet A. McElwain
1882 Miss Mary E. Edwards
1883 Mrs. Ida Hay Atwater
1884 Mrs. Caroline Olmsted Allen
1885 Miss Georgiana Hodgkins
1886 Miss Harriet R. Pease
1887 Miss Alice C. Brockway
1888 Miss Loraine McN. van Wagenen
1889 Miss Ida Gray Galloway
1890 Miss Katherine Andrews
1891 Miss Mabel E. Merrick
1892 Mrs. Kathrina Cobleigh Quick
1893 Mrs. Olive Sprague Cooper
1894 Mrs. Edith Hayes Sackett
1895 Mrs. Lydia Sanderson Capen

1896 Mrs. Margaret Lake Comins
1897 Miss Nettie E. Coolidge
1898 Mrs. Lena Aldrich Schuster
1899 Mrs. Susan Doane Arnold
1900 Miss Alice S. Browne
1901 Miss Grace Swenarton
1902 Miss Frances C. Perkins
1903 Mrs. Marion Barry Greene
1904 Miss Florence M. Hall
1905 Mrs. Nena Bartholomew MacLaury
1906 Miss Ella E. Smith
1907 Miss Mabel Easton
1908 Miss Harriet L. Boutelle
1909 Miss Ruth L. Whitman
1910 Miss Mary Preston
1911 Miss Helen C. Crane
1912 Miss Christine Everts

ALUMNAE COMMEMORATION EXERCISES

GREETING

PRESIDENT MARY EMMA WOOLLEY

A greeting to the Alumnæ and friends of Mount Holyoke! It is a pleasant privilege that falls to my lot, but one not without responsibility. As I face this audience I think of another greeting, within a month of seventy-five years ago, when the woman who will always be the dominant figure in Mount Holyoke's history gave the first welcome to Mount Holyoke Seminary. We can imagine the scene, we know, if we may trust the recollections of her girls, the warm-hearted, affectionate greetings which she gave to the group of strangers, embarking on this untried expedition.

Seventy-five years have passed, ten thousand girls have gone out from Mount Holyoke with the impress of Mary Lyon's work. We are proud of our Alumnæ, as she would be proud of them, with a righteous pride—proud of what you have done and been. We are glad to welcome you back to this "Old Home Week"—with a welcome as warm-hearted and affectionate as Mary Lyon herself would have it.

I had hoped that you would have another greeting this morning—from the woman who stood at the helm during the troublous years of transition from Seminary to College, during the time when this institution was literally tried by fire.

To the girls of President Mead's day, to her many friends within and without the College, it is a keen disappointment that she dared not trust her strength to the joyous excitement of these days. I know that she would wish me to include her welcome and greeting with mine.

THE FOUNDER OF MOUNT HOLYOKE

HARRIET BEARDSLEE PRESCOTT

President Woolley's introduction: These days of festivity and reminiscence, of commemoration of the past and anticipation of the future, this College, with all that it has accomplished and hopes to accomplish, are a tribute to the woman whose name is in our thoughts. It seems especially fitting that one of the daughters of the institution which owes its existence to her should put that tribute into words, and I am glad to introduce Harriet Prescott of the Class of 1886, who will speak on "The Founder of Mount Holyoke."

It is an impressive, and, I admit, a rather alarming sight to see you sitting before me, possibly cherishing the futile hope that I can tell you something *new* about the wonderful woman we are here to honor. There is little indeed that one can add to the great tribute Time has paid to Mary Lyon. The founder of Mount Holyoke had the rare experience of being appreciated while she lived and worked, and each year since then has added to her fame.

Now she looms before us not only as one of the foremost figures of the Nineteenth Century, but as more than that. She is a foremost figure of our Twentieth Century, for she offers one of the noblest examples we have of the dominating and persistent influence of a great soul and an unfaltering purpose. Though the snows of sixty years have drifted over her New England grave, Mary Lyon is as much alive to-day, in the biggest sense of the word, as any public woman of our time. She is a vital force in the hearts of her pupils and their children; in the work she did and in all its ramifications; in the institution where we are gathered, which is not only the realization of her dream,

but the direct result of her efforts. She lived, she saw the vision, she made it clear to others, and, therefore, she lives on. What more is there to say?

Even to many who knew her, Miss Lyon often seemed less a woman than a spirit or an atmosphere, which permeated Mount Holyoke, as it always must permeate it—something benign, wonderful, inspiring, but impersonal. She was gone before I came, but I carried that impression through my student days and out into life. Now that I am asked to look down the long avenue of the years, and see her as a woman, planning, working and achieving, I do not find it easy. There seems almost a disrespect in close observation and analysis. There is the fear, too, that I may leave my hearers in the mournful situation of poor Lucinda Smith, who expected so much more than she received.

Lucinda's husband, as you may have heard, complained bitterly to a neighbor that she was always asking for something.

"One day she's askin' for money," he said, "and the next day she's askin' for clothes, and the day after that she's askin' for pleasures. She's askin', askin', all the time."

"What does she do with all you give her?" inquired the sympathetic neighbor.

"Well, I dunno," said Lucinda's husband. "I ain't never give her nothin' yet."

I fear that I am not going to give you very much. But at least I can try to show you a picture I see myself—a picture of Mary Lyon which reveals not only the founder of Mount Holyoke, but, as it were, a composite photograph of the many women who went into her making. There is, moreover, a striking difference between this and other composites. Most of these, in their final effect, are vague and blurred. But we get from our successive pictures a singularly clear result. For Mary Lyon student, Mary Lyon dreamer, Mary Lyon thinker, Mary Lyon teacher,

Mary Lyon organizer, all blend perfectly into the final picture of Mary Lyon—pioneer in the great field of higher education for women.

In following Miss Lyon's career, two things impress one: first, the large number of her interests and activities, and, next, the singleness of purpose with which she directed each of these interests into the channel of her supreme object in life.

Like every one who has achieved success, she realized the value of concentration. She was singularly modest, too. Though she experimented, as it were, along many lines, she always disavowed the possession of special gifts. She would probably have agreed with a certain good man, beloved in his native town, who was a candidate for the office of Mayor. During his campaign one of his supporters made a stirring speech, declaring that his candidate was right in line for the White House. The enthusiastic audience cheered, but the candidate himself looked doubtful, and when he rose to speak he put his doubts into words.

"This talk about being President is all very flattering," he said, "but I'll tell you how it strikes me. I've got to tend to my job right here in this town. If you try to spread me over the whole country, fellow citizens, I warn you I'll spread mighty thin."

Miss Lyon could spread, and did spread, over the whole country—but that was *after* she had completed her work.

There are careers which are the result of chance, and careers which are the result of choice, and careers which seem divinely inspired. In watching this career no one can fail to realize that from the first Mary Lyon seemed to be set apart for special work in the world. Even when she was only six years old, her fitness for it is indicated; for at that tender age we find her examining an hour-glass, and trying, she explained, to discover how to make more time. She succeeded, too, as her subsequent career proved.

This is the first clear picture we see of her. We get a glimpse of her, at the same period, daily toddling a mile to school, and revolving many problems in her little head—and solving them, too, for the benefit of other toddlers. And the solemn-eyed infant at the hour-glass, the thoughtful, chubby child on the country road, was in embryo the eager, questioning woman who sought knowledge from every source, not to store it away, but, first, last and always, that she might pass it on. Each successive picture shows her doing this.

For we see her next as a small girl, of nine or ten, and fervidly interested in the manufacture of bricks! It is very fitting that when the first brick house went up in Buckland, she should have helped to make and bake the bricks that went into it—not merely to be neighborly, but because she wanted to see how things were done. Even then, as she watched those bricks go into that modest building, she may have dreamed her first dream of the great structure we are in to-day, and laid the ideal foundation of Mount Holyoke.

Omnivorously she studied, and ceaselessly she passed on her knowledge. At eleven she experienced a spiritual regeneration; and immediately we see her perched among the branches of a beech tree, pointing out the way of salvation to awe-struck children who formed her congregation. A little later we see her again, a precocious young girl, spinning, dyeing and weaving coverlets, to pay her board during her first school term at Ashfield, but studying, talking, teaching as she labored.

Following her as a student, working twenty hours a day (utilizing those early discoveries of how to make time)—we see her going without sleep, going without food, but always going straight along the great highway of life to the destination of which she never lost sight. Sometimes she seemed to make a slight detour, but it was merely that of a traveler who leaves the highway to observe more closely something in the hedge. She studied eclipses; she made

an almanac; she acted in a school drama; she specialized in chemistry and geology, and drawing and painting—and all this was to add to the sum of her knowledge. No one ever heard from her lips the plea that she had no "time" for anything she wished to do. Incidentally, though her interest in these was less than in anything else, the graces of life were not wholly overlooked.

For, as we watch her steady journey on and up, we have glimpses, too, of those around her. There is a picture of her faithful friend, Amanda, for example, sorely put to it to keep pace with her, usually a little breathless from the effort, and supplying her with missing collars and forgotten handkerchiefs, or surreptitiously sewing needed buttons on her clothes. Also, we have a picture, clear and very sweet, of her friend Squire White interrupting her progress long enough to take her into a private room of the home at Ashfield, and call her attention to certain niceties of conduct which she had neglected—"showing her to herself as she looked to others," he said.

Clothes and deportment and social graces had not meant much in the crowded life of Mary Lyon. But once assured that they were a necessary part of her equipment, she gave a patient mind to the problems they presented. And, like everything else, she passed the discovery on to others who needed the knowledge, too.

We see her laughing, and we see her crying—and we are glad to look at these pictures; for here we have at last a glimpse of the human woman, and for the moment she seems very human indeed. But close upon them follows a picture of a parting that cost her the warm human ties she might have had; and we hurry on, as she herself must have hurried, with hardly a backward glance, to the scene of her greatest achievement.

How long she had at heart the higher education of women, who shall say? Certainly these pictures prove that from her earliest childhood she educated those around her, giving out as fast as she received. Those I like the

best of all, however, show her laboring with the men and women she sought to interest in the great plan which had been steadily growing in her mind, and was now so clearly formed.

She wanted girls to have the educational opportunities their brothers had. She wanted them to have a great school in which to acquire the higher education that was her dream for them. That was all. It seems simple enough now. But it took years of work, of struggle, of heart-breaking disappointments, of splendid, unfaltering courage, of argument, of inspiration, to make that dream come true.

She had to make the need clear to others. She had to have their help. And she was so much in advance of her time that many ears were deaf to the far cry she sent back to them. But at last her voice was heard throughout her own State, and the response came—and the rest is history.

Thus Mary Lyon gave to the girls she loved so well their first great opportunity, and she put into this service her brains, her heart, and her life itself. It is good to realize that her reward was not too long in coming. Even as she watched her work grow, she looked with prophetic eyes into the future and told what she saw there.

It is not given to many of us to visualize so clearly the ultimate result of our work. The founder of Mount Holyoke not only lived to see hundreds of girls marching triumphantly through the doors she had thrown open for them; she saw infinitely more than this. Stretching far into the ages to come, she saw in endless procession the college girls of the future—hungry-minded girls like herself, girls full of power that would now be used, of ambitions that would now be realized—poor girls, friendless girls, some of them—but all girls whose battle for higher education she had fought and won, single-handed, long years before they came into the world.

PRINCIPALS AND PRESIDENTS OF MOUNT HOLYOKE

ANNA CHENEY EDWARDS

President Woolley's introduction: Devoted women followed in the footsteps of Mary Lyon who were ready to take up her work and carry it forward. I am glad that one of these women is with us to-day. To many of you she needs no introduction—rather my part is to express to her your warm welcome and eagerness to hear her voice once more,—Anna Edwards, 1859, Associate Principal of Mount Holyoke from 1872 to 1888.

Mary C. Whitman entered the Seminary the first year, graduated the second, taught with Miss Lyon, 1840–2, was associate principal, 1842–9, and elected principal about six weeks after Miss Lyon's death in 1849. She resigned in 1850. Her year as principal was decidedly successful. "A large number of applicants was refused for want of room, and the spirit of the school was excellent." She married Morton Eddy of Fall River in 1851 and died in 1875. Her portrait and all reminiscences of her show unusual solidity and strength of character, a moderate, well-balanced intellect, quite in contrast with Miss Lyon's versatility and geniality, but one whom the founder held thoroughly reliable and who made a safe leader in a great crisis.

Mary W. Chapin was especially prepared for the position of principal by unusual business training in her father's office at home, by rare natural executive ability and intimate acquaintance with Miss Lyon. With her father, she climbed the ladder to the front door of the Seminary one October day in 1837, a short time before the opening of the school, only to be refused admission by Miss Lyon

herself, for lack of room, but with the promise that she should be received on the first vacancy, which appeared in February next. She was given the care of Miss Lyon's room for domestic work, and in this and other ways she early learned Miss Lyon's methods and became fully imbued with her spirit. Responsibility came easily to her as student, teacher and associate principal, so that she met every requirement of the situation, yet with such humility and self-distrust that she considered herself as only preparing the way for another far more competent than she might ever hope to be. Great was her surprise when on November 18, 1852, she was informed that the trustees had elected her for principal, and very decidedly she replied that such a thing was utterly "impossible." However, she kept on in the quiet administration of all the duties of the position until 1865, when she resigned, leaving then her own peculiar and lasting impress upon the institution.

She was no servile imitator of Miss Lyon, whom she held in deepest reverence, but in her own way, according to the measure of her ability, accomplished really wonderful things. She had the gift of organization—under her hand everything fell into its proper place, and whatever she planned and carried out with such apparent ease, seemed always the only natural thing to be done. She understood cost and value, knew how to purchase at the best advantage, made domestic work a fine art, loved upon occasion to put her own hands to any task—in short, the family life of those early days with all its simplicity had a beauty and a charm that has been widely copied in the households of many of her pupils all over the land. She could set others to work also and choose the one best suited for any place. In personal appearance she was rather below middle height, of slender figure, very quick in her movements, always well dressed, had a low, sweet voice, and her whole manner was so gentle and womanly as to win the love and admiration of all under her charge. Miss

Woolley, in her inaugural, struck the same note with Miss Chapin when she held up the "gentlewoman" as a Mount Holyoke ideal.

In Miss Chapin's time, right in the midst of the war, came our 25th anniversary, giving her a fine opportunity for the exercise of her talent. With prices soaring up above all visible means of supply, and public excitement so strong as to hold all educational matters in abeyance, we held our celebration and provided liberally for the multitude of guests in a way that is marvelous now to recall. I remember the warning Deacon Porter gave in a teacher's meeting called to consider ways of reducing expense: "One thing we must be sure of—the public is not going to give us any more money. We have this great building (the main and two wings with a worn-out wooden affair completing the quadrangle) and eleven acres of land down to the brook; what more can we ever look for?" How much Miss Chapin's careful economy and wise supervision, joined to a marvelous faith in the future, did to make sure the foundation of our later prosperity can never be known. I remember well how she bore herself on those great days of our 25th. So modest and inconspicuous she was herself, while she brought others to the front and gave them honor. Her unwearied devotion to the interests of the Seminary did not cease with her resignation, but, fond as she was of her new home and new duties as Mrs. Pease, she never really left Mount Holyoke, but still carried on new and varied labors in its behalf. She lived to share in the festivities of our 50th and rejoice in the gaining of the college charter. Almost to the last day of her life, heart and hand were busy with plans for our advancement. Truly her work was not in vain in the Lord.

A word should here be given to Catherine Hopkins, long associate with Miss Chapin and taken suddenly away just on the eve of appointment as her successor. Of her it was said: "Had she lived to fulfil the promise of her youth, she would have been an educational power in the land."

Mrs. Sophia Hazen Stoddard, who had been associated with Miss Lyon before her marriage, and now returned from her mission in Persia, was acting principal, 1865–67, bringing with her all the grace and wisdom gained by long experience. Her marriage and removal to Northampton left a new vacancy at Mount Holyoke, most worthily filled by Miss Helen M. French from 1867 to 1872.

Of her it is difficult to find words of praise equal to her deserving. Her beautiful character, so sweet and spiritual, and yet so strong, still remains in the memory of many here present. Her last years after the death of her husband, Mr. Gulliver, were spent in South Hadley near the College, and were not without fruit in many ways. She had been alumna trustee, and director of the Woman's Board of Missions, and even while her delicate frame was failing, could give valuable counsel on many points. She had formerly been quite an authority in history, and once, when her mind, too, was almost giving way, being asked who was democratic candidate for vice-president in such a campaign, gave instant and correct reply. When at last her keen intellect was almost gone, her sweetness of soul remained, until one calm summer eve, "she smiling, slept and waked no more."

Our limited space forbids aught like suitable mention of the honored names that follow, especially those still with us—for them we trust the last, loving word may long remain unspoken. Miss Mary Ellis brought her peculiar force, energy and hopeful spirit into her one year as acting principal. Miss Julia E. Ward, classmate, lifelong friend and also associate with Miss French, came to the head at a time of great stress, if not of peril, to Mount Holyoke, when the Seminary must delay no longer to claim her proper title, Mount Holyoke College. Her work in bringing the institution more prominently into public notice than before, enlarging its boundaries, elevating the standard of scholarship, erecting new buildings, and withal maintaining the old-time spirit of devotion to truth and religion, is known

and recorded above. Miss Elizabeth Blanchard, whose name is fresh in the hearts of a large body of alumnæ, followed Miss Ward. She had need of extraordinary gifts in this new and trying juncture, and soon showed that she possessed them. Like Miss Chapin, she could plan and execute large measures—she was indefatigable in all directions, and her wisdom and energy, joined to the pressure of the times, produced important results. Quite as modest and unassuming as Miss Chapin, she had also a keen sense of humor that aided her much in her intercourse with the students. Her wit was so tempered with kindness that she could laugh with—never at—a poor girl who had committed some foolish misdemeanor, and make sure that it would never be repeated.

In this hurried survey of the outward and visible aspects of Alma Mater, we can give no fitting tribute to the deeper spiritual life which, more than all else, has marked each administration from the beginning until now; in this, too, Miss Blanchard was not lacking, as all her students will agree. In 1887 came our 50th day of days, when the rain descended and the floods came and the wind blew and beat upon our tent—no house could hold us then—and we heeded not, for we were holding our jubilee! Then followed the final struggle for our charter, crowned with victory at the last! Following close upon all came inevitable change, great and sore and hard to be remembered. Miss Mary Brigham, the beautiful one, came and went in swift translation; Miss Blanchard "folded her pale hands and meekly passed unto the other side"; Miss Cowles bravely acted as principal for a year, until Mrs. Mead brought new strength and inspiration to the work. Then our holy and our beautiful house went up in flame, and to her was given to see the new Mount Holyoke rise from the ruins of the old.

Now Miss Woolley, fifth Mary in our presidential succession. May she long be the last. The 75th, long looked for, has arrived! What next? Well, the centennial

is just at hand; we must begin to get ready for that. But at this hour one solemn thought comes to our minds—the final outcome, the full fruition, the crowning glory is not here—it is above.

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About half of us have married, a few three times, and many twice. Indeed some men have found us so satisfactory that they have taken a second Holyoke daughter for a second wife.

We can answer with a negative the query "Does the college rob the cradle?" Many of us have had nine children, some even more, and there are a large number of families of five and six. Nor is this true of the early students only, many members of the younger classes are the proud mothers of families.

While most of us have taught at some time in our lives and we are justly proud of the founders of schools and colleges, the presidents, principals, deans, professors and superintendents of schools, we have identified ourselves with many other kinds of work.

About thirty have graduated in medicine and as physicians, surgeons and lecturers have, in many cases, won for themselves enviable reputations. We are nurses, masseuses and one is an anæsthetist. We have a doctor of dental surgery and a druggist.

We have been and are librarians in many places, including both men's and women's colleges, cataloguers and indexers; the Keeper of Alumnæ Records at Abbot Academy is one of us, as is also the Assistant Curator of the Egyptian Department of the Metropolitan Museum.

We are authors, editors, playwrights, lecturers, translators, bibliographers and public story-tellers.

One of us founded the American and another the International Kindergarten Association, and one was organizer

and secretary of the National Domestic Science Association and also of the National Pure Food Association.

We have been many kinds of secretaries in many places for many people. So strong is the influence of the Y. W. C. A. here that one is not surprised to find large numbers of us working for that cause. We are identified also with the W. C. T. U. and the A. B. C. F. M.

The matron of Simmons College is one of us and we have held the same position in various institutions in this and other lands. Some of us are hotel keepers and some are managing tea rooms. There are several farmers, a rancher, a stock-raiser, an orange grower, a violet grower, a florist and a squab and poultry raiser.

We have done settlement work in many places, have been supervisors of playgrounds and directors of athletics. We have investigated housing and labor conditions and worked for their betterment. We have been deputy factory inspector and deputy mercantile inspector.

One of us is a successful real estate and life insurance broker, a few are lawyers and there is more than one notary public. There is a clerk of the Surrogate Court, a stenographer of the Supreme Court at Washington and a clinical stenographer in Harvard medical school.

We are artists, illustrators, photographers, designers of art needlework and basketry, and one is a mosaic designer of windows; another is a lantern-slide and map colorist, and still another makes anatomical drawings for Harvard Medical School. Some are draughtsmen, and one is a computer and bridge designer. Several are astronomical computers, several are chemists with prominent business firms, others connected with agricultural stations in the same capacity. One is a micro-analyst in the U. S. Department of Agriculture.

We have engaged in various kinds of business, lumber, coal, jewelry, stationery,—one has imported and sold Japanese goods.

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There are organists, pianists, a harpist, choir directors,

concert soloists, professional singers, superintendents of music, just as one would expect from Holyoke's musical standing.

There are teachers and practitioners of Christian Science, a pastor of a Congregational church, two members of a religious sisterhood, a Salvation Army officer, many pastors' assistants, Sunday School and church visitors.

One is advertising manager of a department store, another an interior decorator and furnisher, one is a commercial traveler and manufacturer of concrete machinery and automobile accessories, and one manages a cotton twine mill.

We have a bank director in Maine and a teller and assistant cashier of a bank in Kansas City.

One went into domestic service as a means of investigating the problem and prepared the results of her experience for publication.

One of us was mother of a President of the United States.

In short we have worked shoulder to shoulder with other trained women. Nor is this true of the recent graduates only, many of the students of the early years are those that I have mentioned.

I think I may safely say that wherever missionaries have gone, there, sometime in the past or present, Holyoke women could be found. Most lands have known us. Two members of the class of 1840 went to West Africa, quite as far from home then as the North Pole is to-day. We have worked in Egypt, and in the opening up and development of South Africa we have had no inconspicuous part through the schools and colleges with which many of us have been identified. Turkey and Persia have known us well for many years, and we are to be found in many parts of India. Spain has recognized the work of Mrs. Gulick. We are teaching in Japan and doing our part in the awakening of China, even to the giving of one martyr in the Boxer Rebellion. Borneo knows us and other islands of the Southern Seas. Within the past year Miss Olin was

called home from a lonely work that she loved in the Micronesian Islands. We were early in the Hawaiian field and in recent years have been teachers, settlement workers and private citizens there. We have labored in all parts of our own land,—in Labrador, in Mexico and South America. We helped in the adjustment of affairs in Porto Rico, and are doing our small parts in working out the problems of the Canal Zone.

Whether the exigencies of life have called us into the more conspicuous lines of the world's work or the quiet routine of home life has been our portion, I think we have tried faithfully to meet our obligations. Miss Lyon's desire for Mount Holyoke was "a permanent institution consecrated to the work of training young women to the greatest usefulness," and through the seventy-five years of its honorable history successive faculties have worked with this end in view, sending forth a body of women conscientiously striving to carry out the high ideals impressed upon them by their Alma Mater as indicated in the motto of our seal "That our daughters may be as corner stones polished after the similitude of a palace."

MOUNT HOLYOKE'S PART IN SOCIAL, RELIGIOUS AND PHILANTHROPIC MOVEMENTS AS A SEMINARY

MARION GAYLORD ATWELL

President Woolley's introduction: The keynote of Mary Lyon's conception of education was preparation for service. It gives me pleasure to introduce Marion Gaylord Atwell of the Class of 1879, who will speak on Mount Holyoke's part as a Seminary in social, philanthropic and religious movements.

Mount Holyoke's contribution to the social, philanthropic and religious life of the times cannot be measured by statistics, but by the women whose characters were here developed and directed and who went out into the world to demonstrate the dynamic value of Holyoke training.

We have already heard what they have been doing for seventy-five years, and I need only point out, therefore, that these various activities were peculiarly emphatic along social, philanthropic and religious lines. This emphasis was inevitable.

Mary Lyon was the original woman progressive. She and her successors in that pioneer period were essentially prophets and apostles of the modern social service. They believed that "Heaven's gate is closed to him who comes alone," and the opportunities they craved for themselves, with even deeper intensity they desired for others. Hence, Holyoke's standard in those early days was less brilliant scholarship than educated efficiency. Not to look at life critically but to live fruitfully was the aim of seminary training. Coördinated cultivation of body, mind and spirit assured health, progress and aspiration. The fervid spirit of Mary Lyon was the quicksilver in the Seminary's

work, and the mercury was always high. Aiming to make each student's life strong and fine and symmetrical, the Seminary taught that the end of living is service for others —in the little world of personal relationships and the larger world of human kind.

A potent factor in testing the value of this teaching was the feature of coöperative housekeeping, a method far in advance of any system then prevailing, yet thoroughly in harmony with the democratic spirit sweeping over the country. The community feeling it fostered made for the uplifting of the social body. That was a democracy of sense, simplicity and sincerity, based upon character. Its members were taught the dignity of labor, the happiness of activity, and that the finest product of social development is the enlightened home, the home which only a cultivated, Christian woman can make. The Holyoke wives and mothers, walking the quiet paths of domesticity, inspiring sons to battle for their country, or to lead in the bloodless war for righteousness, may be as worthy of honor as those whose names are inscribed on our missionary tablet. So it was that the homes of those early Holyoke women became a part of the organic life of the nation, vital centers, whence radiated inspiration and help. They demonstrated what Jane Addams said years later: "Christianity cannot be proclaimed and instituted apart from the social life of the community; it must seek a simple and natural expression in the social organism itself."

The part taken by Mount Holyoke Seminary in the philanthropic movements of this country for fifty-five years is practically immeasurable. The sun has never set on its banners. Whencever came the call thence was rushed our standard, borne high in the conflicts for temperance, for freedom, for prison reforms, for hospitals and asylums, for every aspect of enlightenment, in every path of progressiveness. Nor could it be otherwise. The spirit of altruism moved through the corridors of that old Seminary and spoke in living examples. What alumna can

forget the unselfish devotion of those early teachers, who gladly gave their services in exchange for bare existence—though by no means a joyless life. They counted the opportunity a privilege and wasted no anxious thoughts on the possible poverty of old age.

Is it strange, then, that the alumnæ all over the world have been responsive to the Mother's call for help? Has she needed buildings, endowments, scholarships? Always have they given of what the years have brought them, not in payment, but in loyal gratitude.

In those early days, Mount Holyoke's money gifts for outside work, according to the standard of that time, were truly wonderful. One thousand to fourteen hundred dollars were given annually by faculty and students, and ofttimes the smallest contribution was the product of the severest sacrifices. To give all she ought, either from her abundance or from her scanty store, was the high resolve of teacher and student. Here was demonstrated that sociological relation of faith and works, of giving to others what the individual had received, that all humanity might advance together.

As the end of philosophy is fruit, so the end of philanthropy is achievement. We cannot measure mathematically the good they wrought—in the heroic, pioneer methods of seventy-five and fifty years ago. The good remains, a gladdening influence in the larger life of to-day. Institutions established and officered by them still dispense beneficence all over our land, and in the noble philanthropies of this age, preventive rather than palliative, Seminary graduates are working side by side with their College daughters in the social reconstruction of this Twentieth Century.

The late William James wrote: "The need of an eternal moral order is one of the deepest needs of our breast. And those who live on the conviction of such an order owe to that fact the extraordinary tonic power of their lives." We knew that long before those words were written. The

tonic, bracing influence of Mount Holyoke teaching can be explained in no other way. That teaching was supremely moral and religious. It may have been narrow, but it was never wavering or weak. It taught that our mission was "to make our branches lift a golden fruit unto the bosom of Heaven." It recognized spiritual energy as the inspiration and guide of history, and in our study of history it was always the narrow and barren length of Palestine to which we returned—whence came the influences regenerating the world, benedictive and sacramental in their touch upon us. We were taught that religion was the supremely natural thing in the world, and that all circumstances should serve the ends of the spirit. The final authority was the law of righteousness. Hence, it followed that the religious atmosphere of the Seminary was neither intensely emotional nor coldly intellectual; it was a life to be lived. To labor was to pray, in the truest sense, though the communion of each soul with its Maker was recognized as the secret of a consecrated life.

At a time when theological controversy and doctrinal hair-splitting were the chief topics in religious circles throughout New England, it was an evidence of the vitality of the spiritual life here that these dogmatic distinctions received scant attention. The keynote of our lives was that over-soul of duty, that sense of personal responsibility —to ourselves, to each other, to the world, and, beyond all, to God.

So, heartily, with courage and enthusiasm, believing that the spiritual is the real and is to be made manifest, the Seminary's daughters entered into all the religious activities of the times, zealous workers and modest leaders. To think of Church and Sunday School and Bible work in the last three quarters of a century without Holyoke women is a mental impossibility. To imagine Holyoke Alumnæ on the wrong side of any question of civic righteousness or national integrity is equally impossible. With clear vision for the vital values of existence, they pushed

aside shams and expediencies and demanded of life verities and permanencies. And what they demanded they helped to establish.

Let tender emphasis, then, dwell upon the depth and breadth of the Seminary's spiritual teaching. It answered the eternal query of the soul "For what purpose came I into the world?" and gave a pragmatic value to all religious doctrines.

Wherever their fields of work, her daughters were clothed in no brief authority. Sure of themselves and of the truth as they apprehended it, they revealed the model, if not the mould, of modern Christian womanhood.

MOUNT HOLYOKE'S PART IN SOCIAL, RELIGIOUS AND PHILANTHROPIC MOVEMENTS AS A COLLEGE

MARY PRESTON

President Woolley's introduction: The *College* has lived in an era of more definite and widely-spread social and philanthropic as well as religious movements and many of our recent graduates have gone into these various forms of service. Among them is Mary Preston of the Class of 1910—whom I am glad to introduce as the next speaker.

The daughters of Mount Holyoke College must indeed toil diligently and attain much if their Alma Mater is to fill in the modern world of social, philanthropic and religious activity that eminent position won for her by the earnest spirit and unstinted service of her seminary graduates. Since the time when Mount Holyoke, leaving behind the name of seminary, entered upon the wider responsibilities of the college, great changes have come into these particular fields. Broader and broader has grown the scope of religious activities; louder and louder has sounded the call for trained women to man this widening field. In a sense and degree unknown thirty years ago there has been demand for secretaries of Young Women's Christian Associations, for pastors' assistants, for workers in the institutional centers connected with our city churches. With the ceaseless surging of nearly a million immigrants year by year, with the growing congestion in our already crowded cities, with the increasing unrest of labor in the straitjacket of our modern industrial organization, there has developed a systematizing of charities and a scientific investigation of social conditions and laws, hitherto unknown. The vast array of movements for the prevention or remedy of social evils, the direct outgrowth of this

investigation, has, moreover, been contemporary with the opening of doors into occupational fields that previously were closed to women. The graduates of our colleges during the past twenty years, therefore, have been confronted both with far wider opportunities for work in social, philanthropic and religious fields than were the alumnæ of the Seminary, and with a new, insistent demand for their service in behalf of those sisters whose entrance into business and industrial worlds, due to the opening of these same doors, is fraught with danger.

How then have the daughters of the College Mount Holyoke answered the beckoning finger of a world intensely eager to use college trained women for religious and social service? Even the circumstantial evidence to be gathered goes far to prove that in the midst of this eddying current of social and economic change Mount Holyoke still stands stanchly loyal to those ideals which have been her unwritten charter through all the years. She still develops in her daughters that spirit of service which sends them forth to live "not unto themselves but unto others." Question parents as to why they send their daughters to Mount Holyoke. Again and again their answers will point you back to this spirit of service believed to pervade its teachings. Question the College officers how often workers along social and religious lines turn to them for Mount Holyoke women to fill positions in these fields. You will find that the demand is continual and constantly increasing. Question the pastors of churches and citizens who are working for the betterment of their communities why they turn so often and so confidently to the busy Mount Holyoke woman, when others have failed or even before others have been asked, and you will be answered by that well worn and well wearing line—how many of us have not heard it?—"more is expected of Mount Holyoke women."

For the moment, however, pass by this indirect evidence and look at that which undergraduate activities present. No one will question that habits of thought and methods

of expression learned during years of preparation almost certainly give direction to the whole life. Consider the Young Women's Christian Association with its student membership of six hundred eighteen out of seven hundred sixty-six college members this past year, with its enrollment of four hundred twenty-three girls in Bible classes and two hundred five in mission study classes, with more than a fifth of the students engaged in active work upon its committees, with its influence reaching out beyond the college into the social and religious life of the village. Consider the Mount Holyoke Chapter of the College Settlements Association with its membership of two hundred girls, its organized classes in one of the needy districts of Holyoke, its open meetings by which students are put in touch with such work as that of Boards of Health, the Consumers' League, and city settlements. Consider the South Hadley Vacation House for working girls from neighboring factories which was opened in the summer of 1909 and is made possible year after year only by contributions of time and money and effort on the part of college students. Look farther afield and note the two Daily Vacation Bible Schools held in Boston and in Brooklyn last summer for the purpose of giving moral and industrial training to "street children," both of them manned and supported entirely by Mount Holyoke women. Nor should we fail to remember that subtle atmosphere created by Mount Holyoke's inheritance, the guidance of academic courses, and the eloquent lives of college faculty, which is no small factor in this training of undergraduate days. The very existence of such student activities as have just been enumerated is high tribute to the power of these more silent but all important influences.

But although evidence from the attitude of observers without the College and from the nature of the atmosphere in which its daughters are trained testifies to the rendering of as large a service in the present world of social, religious and philanthropic activity, as was given under far different

conditions by the graduates of seminary days, yet we are not content with so vague a definition of that service. What are the distinguishing characteristics of Mount Holyoke's work in these fields?

If one attempts an investigation into the careers of her alumnæ, such as that undertaken the past summer for the purpose of this summary, one is impressed first of all by the modesty of Mount Holyoke women. Their work has been done as a matter of course and has so entered into the very warp and woof of community life that its identity has largely been lost. No trumpet has been sounded to call attention to their achievements. What they have been able to do, they have accomplished quietly as their natural, necessary, gladsome duty toward the common good; and their deeds once passed into history passed also, more often than not, into oblivion. By this statement it is not meant that there are no Mount Holyoke College women whose service has been so conspicuous as to make self-effacement impossible. There have not been lacking from the list of graduates during the last twenty years a few names widely known in religious and philanthropic circles and in social service centers. The great bulk of Mount Holyoke's service in these lines has been made perfect nevertheless, not through the talents of a few, but through the earnest, faithful application of moderate abilities to opportunities close at hand on the part of the many.

This observation paves the way for another which may come as a surprise to most Mount Holyoke alumnæ. Aside from the marvelously large number of those who have become missionaries, a number mounting well up toward a hundred in the last twenty years, a relatively small group of graduates has entered social or religious occupations in professional capacity. According to the general catalogue of nineteen eleven, which for the most part registers only professional service, there have been but twenty-six in the former and forty-five in the latter

line of work, or about one and a half per cent of the total number of graduates for the period in social, and two and a half in essentially religious occupations. Light is thrown upon this situation and its promise for the future by two facts, however. Although the number of available positions has been constantly increasing during recent years the requirement of more specialized training than that which a college gives has also appeared. Teaching, on the other hand, may be undertaken without further study. It therefore follows that many alumnæ whose first interest is in the former kind of work have nevertheless been obliged to embrace the latter, and that more recent graduates who intend ultimately to enter upon religious or social occupations do not yet appear in the records as having done so. During the earlier years of the college period, moreover, academic courses bearing upon social questions were little developed, so that the attention of students was not turned in their direction. This condition is now altered with the illuminating result that from a single undergraduate class twenty members, or twelve per cent, are at the present time intending to enter the field of social work.

It is therefore not so much the professional service of this meager four per cent which has maintained the reputation won for Mount Holyoke by the pioneer women of seminary days, as it is the volunteer service of those whose chief tasks have lain in other directions, but who, coming from home or schoolroom, have in addition fulfilled church and club duties, served on executive boards, organized settlement classes, started summer playgrounds or fresh-air camps, or given of themselves in a hundred other equally invaluable, inconspicuous ways. And for this is the more honor due Mount Holyoke, since herein lies evidence that every life going out from her portals, and not a few only, has borne with it, whithersoever its path might lead, her spirit of service.

With so many alumnæ quietly at work in these fields

it is not strange that another characteristic of Mount Holyoke's contribution to the social, religious and philanthropic life of the day should be variety of service. Their hands and heads and hearts have been freely given for every good task, from inspecting factories to performing the manifold duties of pastor's assistant, from conducting settlement work to the organizing of Sunday Schools, from assisting in the activities of Young Women's Christian Associations to carrying on boys' clubs, from fighting for temperance to aiding the Consumers' League, from organizing churches to conducting United Charities Associations. Yet despite this variety, testimony to the quality of the service rendered is the same wherever one turns. It has not always been brilliant, but invariably it is termed "efficient," "faithful," "resourceful," "true-spirited."

Such has been Mount Holyoke's contribution in social and religious and philanthropic fields during these last college years. Proudly may her alumnæ look back from this seventy-fifth milestone at a service thus varied, thus characterized, thus shared by all her children, thus recognized by observers. Their Alma Mater has not failed in these later years to follow that star which was the Seminary's guide. Proudly too they may look forward to her future, conscious that those influences and ideals which have given birth to the spirit of this past can scarcely cease to shape her course so long as Mount Holyoke shall live.

MOUNT HOLYOKE'S PART IN THE MISSIONARY MOVEMENT

HELEN BARNETSON CALDER

President Woolley's introduction: A few years ago we unveiled in our Library a bronze tablet recording one hundred and seventy-eight names, names of the Mount Holyoke women who went out as foreign missionaries during the first fifty years of her history. From 1901–1911 thirty-four of our recent graduates followed in their footsteps. We are proud, *righteously* proud, of Mount Holyoke's part in a movement of which the present generation is just beginning to realize the greatness. I am glad to introduce Helen Barnetson Calder of the Class of 1898, who knows whereof she speaks of Mount Holyoke's part in the great missionary movement.

This subject cannot be an abstract one to any Mount Holyoke woman. It must be most personal for the very reading of it on the program must have called up the names and faces of classmates and personal friends who have served in other lands. For some reasons I am sorry that the social, philanthropic, educational and religious work which Mount Holyoke women have done on mission fields has been set apart from similar work done in other fields of labor, because there has been a tendency to think of missions as a service apart and different. But we are glad to honor together the 250 and more graduates and non-graduates who have gone out to nineteen countries in North America, South America, Europe, Asia, Africa, and the islands of the sea. Over 100 are still at work abroad or spending their furloughs in this country. Seventy-one of the seventy-five classes have had representatives on the foreign field. This very month one of the girls who graduated last June is beginning her missionary work at

Mrs. Gulick's school in Barcelona, Spain. It is said that the sun never sets on the British flag, but I like to think that the sun is shining for twenty-four hours of this glorious day on loyal women "who honor Holyoke and the blue" and whose thoughts are with us this morning.

I can mention but briefly six phases of missionary work to which Mount Holyoke has contributed but you will be able, by recalling personal friends whose lives illustrate what I shall try to say, to fill full of meaning my few remarks, which would be but idle words to any other audience.

In early days the only work of the missionary woman, and in all days a most important work, is that of the missionary wife and mother. Scores of Holyoke women have gone out to places "where the social currents converged against them" and have established homes which have been social settlements, introducing not only window glass, standard oil and soap but the enlightening and purifying influences of noble Christian womanhood; patiently receiving every year hundreds of callers who did not leave their cards after fifteen minutes of gossip; organizing relief work in times of massacre or famine; establishing industries to train women and girls in self-support; and inaugurating or supporting the many movements for social betterment so sorely needed in the Orient.

Into their homes came girls clamoring for an education such as their brothers were receiving in mission schools. Missionary wives and mothers were unable to respond fully because their hands were tied with home cares. So they appealed for single women to take up the second form of missionary work to which Mount Holyoke has contributed, that of the missionary educator. A mistaken idea of missions still prevails in certain places and if some women were able to sketch their idea of missionary work they would make a picture with a palm tree in the center, a group of naked "heathen" (and they would call them "heathen," too) and a missionary with a pith hat carry-

ing a Bible. No Mount Holyoke woman, familiar with the story of Fidelia Fiske's labors which laid foundations for the education of girls in Persia, or with the forty years of service of the Ely sisters at the Mount Holyoke School in Bitlis, or with the work which Mrs. Gulick began in Spain, now carried on in two schools at Madrid and Barcelona, or with the work of the college representatives in Kobe and North China Union Colleges,—no one familiar with these and similar services rendered in many lands could ever make such a mistake or have a narrow conception of the word. To scores, to hundreds, to thousands of our sisters in Eastern lands the word "missions" means what "Mount Holyoke" means to us because of the work of our missionary educators.

Mount Holyoke women with medical training have responded to the appeal for relief of physical suffering which came from Oriental women. Their numbers have been few but they have done a valuable work. Let us honor this morning our missionary doctors.

As the work abroad increased, as schools grew larger and hospitals were not able to contain all who needed help, our sisters abroad appealed to the women at home for more workers and more money. The fourth contribution of Mount Holyoke to missions has been in connection with organized work at home. Last year we celebrated the Jubilee of organized woman's foreign missionary societies and in this Jubilee as in every phase of the work Mount Holyoke women have served faithfully. We are glad to recognize the valuable contributions made by graduates of our sister colleges and by women with no college training, but this morning we acknowledge that in undue proportion Mount Holyoke women have followed the example of our Founder in leading children's mission bands and women's societies and furthering the great cause in manifold ways. They have served as editors of missionary magazines and officers of Boards. I recognize in this audience the faces of many doing valiant volunteer service along many lines.

After the civil war a loud call for help in the new South met with a quick response from Holyoke women. Even before that time they had gone forth to service among the Indians and in later years they have served not only among the negroes and mountaineers of the South but they have done their share in answering the continually increasing demand for work along many lines in home mission fields. Their names are not recorded, for many of them served for only a brief period, but all of you must recall friends who have served sacrificially in this field.

The last phase of missionary work which I would mention is the great student movement. Mount Holyoke women familiar with the history of this movement rejoice in the share which one of their number had in its beginning. Mr. Robert Wilder, one of the founders of the Student Volunteer Movement, received from his sister information concerning an organization to which she had belonged at Mount Holyoke and he went with this information and his sister's prayers to the meeting of men students at Mount Hermon where the Student Volunteer Movement was organized. This organization has recently celebrated its twenty-fifth anniversary. Throughout its history the Student Volunteer Band of undergraduates at Mount Holyoke has been a powerful influence in training future leaders. The work of this Band and the mission study classes have continued to teach the Mount Holyoke student what Ruskin says every woman should be taught—"the nothingness of the proportion which that little world in which she lives and loves bears to the world in which God lives and loves."

Inspired by the self-sacrificing devotion to the missionary cause of the Founder, principals, presidents, earnest faculty and faithful fellow students, Mount Holyoke daughters have gone forward into every land, building up new Mount Holyokes or making valuable contributions to schools already started, establishing social settlements, organizing and supporting many social and philanthropic

movements and bringing the light of the glory of the Gospel of Christ into darkened lives. Many have lived a martyr's life; two have died a martyr's death.

For this cause some have put halos round their heads, set them upon pedestals and admired afar off, saying: "These must be made of different stuff from the rest of us." I like to think that their Holyoke friends do not do so, but remembering that the missionaries of to-day are the same as our friends of a few years ago at Holyoke and realizing on the one hand that they are of like blood with ourselves, with the same tempers and temptations and on the other hand that they have made the sacrifice of isolation and are bearing heavy burdens under the down-dragging influences of heathenism we prefer, not to set them on pedestals, but to work shoulder to shoulder with them, sharing in their sacrifices as best we may, and sharing also in their great joy.

So these noble women, those who have gone and those at home who have supported them, have been not only corner stones, but to quote a line from Punch written after the death of the great African missionary, "Let marble perish, these are *living* stones."

"To lift the somber fringes of the night,
To open lands long darkened to the light,
To heal grim wounds, to give the blind new sight,
Right mightily wrought they.
Forth to the fight they fared,
High things and great they dared,
They thought of all men but themselves,
Themselves they never spared,
They greatly loved,
They greatly lived,
And died right mightily."

MOUNT HOLYOKE'S WORK FOR EDUCATION AS A SEMINARY

SARAH PORTER EASTMAN

President Woolley's introduction: "Women must be educated—they must be," is a remark that has a very familiar ring in the ears of a Mount Holyoke woman. It is fitting that one of Mount Holyoke's daughters, herself a power in the education of the girlhood of the country, with her sister the founder and for many years the principal of Dana Hall, should speak to us on Mount Holyoke's Work for Education, as a Seminary. It gives me pleasure to introduce one of our Trustees, Sarah Porter Eastman of the Class of 1861.

To fully understand the work of Mount Holyoke Seminary in the educational world it is necessary to give a thought to the conditions which existed in New England before its founding.

Those were indeed the times of plain living and high thinking. The strong characteristics of the Puritans were still dominant, and in those days, before railroads or telegraphs or cheap letter postage, there was time for reading and quiet thought.

The Sunday service was the one intellectual stimulus of the week, and when the sermons were an hour long, and as the sentences followed each other in logical sequence to the conclusion, they found listening juries in their gathered congregations.

The books in those homes were of the best. First and always the Bible, read usually at both morning and evening prayers, the latter reminding one of Robert Burns' *Cotter's Saturday Night.* Then Bunyan's *Pilgrim's Progress,* Edwards' *On the Will,* Thomas Fuller's *Good Thoughts in Bad Times,* and Henry's *Commentaries,* for prose reading, while

Milton's *Paradise Lost*, Watts' and Select Hymns, and the poems of Hemans, Heber and Pollock, of Kirk White and Montgomery found their place in the well ordered households. These and other books of like character, read and re-read, were moulded into the habit of thought and motive in the quiet communities, and led to the demand for better opportunities for education than the common district schools afforded.

In the summer of 1832 a young man, studying, as was often the custom, the foundations of theology with the Rev. Dr. Packard of Shelburne in Franklin county in Massachusetts, by the advice of his teacher went by stage-coach from Shelburne to Ipswich in Essex county, to lay before Miss Lyon the needs of that community and to ask for a pupil from the Ipswich school to come to Shelburne and teach a select school for the young ladies of that and the adjoining towns.

To the subject Miss Lyon gave her enthusiastic consideration and at length said, "Yes, you should have a school there, and I have the very teacher you need,—Miss Caroline Webster—and you must give her her board and home, and three dollars a week."

To this school came daughters from the homes scattered about on the hills and in the valleys of those beautiful Green Mountain towns. One mother, in response to the request that her daughter might attend the school, hesitated because she "did not think that Fidelia would ever have judgment enough to teach school." This same Fidelia sat on the settle in the chimney corner, knitting her father's stocking and awaiting the decision in eager silence, and it is to the fact that that decision was reversed that the world owes all that was accomplished by Miss Fidelia Fiske in her great work for the Nestorian girls in far off Oroomiah. Many of those pupils of Miss Webster in Shelburne were afterwards with Miss Lyon in her winter schools in Buckland and Ashfield, and a few of them followed her to Ipswich. All through Massachusetts,

but especially in the counties of Franklin and Hampshire, the leaven was working.

Mrs. Stow, in her invaluable history of the First Half Century of Mount Holyoke Seminary, says that so thoroughly was the work of Miss Lyon appreciated in the large circle of towns where she was known, that the public schools demanded teachers of her training only, and the district committees were chosen in November instead of March that they might visit Miss Lyon's schools and select from them the teachers for the following winter. It was because she knew well the possibilities for the daughters of these and like communities that Miss Lyon prayed and toiled and wrought and achieved, until she accomplished her heavenly mission in the founding of Mount Holyoke Seminary.

To those of us to whom the early history of Mount Holyoke Seminary is as familiar as our own New Testaments it seems superfluous to recall the conditions of those opening days. How distinctly some of us remember that first building, called always the "Seminary." Even in comparison with all these noble halls which belong to our College of to-day, it cannot sink into insignificance. It was well placed, dignified and impressive, fronting with its lawn towards the village street, and in the rear the grounds with shaded walks on either side, sloping down to the little lake.

Never was a group of more enthusiastic or earnest girls gathered for the opening term of any school. How the hours which were given to household tasks flew past, to make room for the delights of study and the class room. What friendships were formed, and how soul met soul in the mastering enthusiasm for their work and their teachers. How the closely written weekly or—in thought of the heavy postage—perhaps only monthly letters carried to their homes the record of old studies reviewed, and advanced studies opening before them. How morning by morning old truths of Scripture came to them new and

vitalized by the inspired soul of their leader. Is it any wonder that from the opening year pupils from these halls were called to schools old and new and in far mission fields? It was known that they had caught the spirit of their leader, not for themselves alone, but with the power of passing it on to others even as they themselves had received it.

And while our younger sisters rejoice with pride in all the equipment of their Mount Holyoke College of to-day, and we are with them in every thought of devotion to it, it can never hold them with a firmer grasp than our Mount Holyoke of the older days has for us. How well we remember that Assembly Hall with its fine proportions, its raised platform, the row of desks, the portraits on the wall, the outlook from the windows on the shaded street and the mountains beyond. The very atmosphere of the place comes back to us, beloved and sacred. Here were laid the foundations of all our future education. The lessons taught from that platform by Miss Lyon, Miss Jessup, Miss Hopkins and those who followed them became the very warp and woof of our motives and conduct. There may have been some among those listeners who thought the ascent to the standards thus given too steep and rugged for their wayward feet, but even to them the glorious vision became a beacon light, leading and drawing into the narrow way. Are there not some of us here to-day who could never come back to the old school without longing to steal away by ourselves to go in at a door of the Hall and pass to the chair which was ours during our first year, and sitting in quiet there, open our souls to take a draught of the old refreshment, and then go on our way with new resolve?

From the opening of the Seminary the course of study was well in advance of those offered in other schools, but whether the lessons were in Bible or Geometry, in Evidence of Christianity or Calisthenics, they were always charged with the contagious personality of the individual teacher.

As we pause for this hour of reminiscence, in this glad celebration time, how wonderful seems the wisdom, how prophetic the vision given to Miss Lyon and her associates in those early days. How clearly they saw the procession of women who, as wives and mothers, no less than as teachers and missionaries, would take their place in the moulding of this great republic.

And yet in some communities people of influence were far from hospitable to the new institution and its methods, but whatever critics may have said, those who knew gave no uncertain sound. When it was known that Dr. Anderson of Boston was to give the address at the first commencement, many of his friends used all their influence to dissuade him, as they feared that an endorsement of the new institution would injure his reputation.

But in this address he fearlessly declared "that should such education become general among women, it would exert an influence upon every profession in life, upon every department in society, and upon all our social and religious institutions." The fulfilment of this prophecy is especially marked in the persistent demand for seminaries of this character in America and elsewhere.

We have mentioned the early call to which Miss Fiske responded for a school for the Nestorian girls and women in Persia, and we are told that upon the foundations thus laid the Fiske Seminary to-day is strong and influential, and graduates every year a class of young women well fitted for useful Christian work among their own people. Also that a flourishing school for Moslem girls may be regarded as an offshoot from it.

The influence of Mount Holyoke Seminary in the educational world is illustrated conclusively in the institutions in our own land which trace their existence entirely to her foundation: The Western College in Oxford, Ohio, the Lake Erie College in Painesville, Ohio, Mills College in California, Wellesley College in Wellesley, Massachusetts, and others far and near trace their origin either directly or

indirectly to the first Seminary founded here by Miss Lyon.

This brief report must of necessity be fragmentary, but mention is due to the great work of Alice Gordon Gulick for the girls of Spain; how from the beginning, when a young Spanish girl knocked at her door in San Sebastian with the earnest request that she might come and live with her and learn the better way, to the present flourishing institutions which both look to her as their founder,—the Girls' School of the Woman's Board, in Barcelona, and the International Institute for Girls, in Madrid, each during the past year counting more pupils in the separate schools than in their united work in Madrid. Both institutions are looking now down a future of great promise, and both reverently remember that they owe their existence to the devoted friend who gave her very life for them.

And now as from the vantage ground of this Anniversary we look on to the coming history of Mount Holyoke College, we must believe that it will be given to her in the future as it has been in the past, to fulfil the sentiment of her College seal: "That our daughters may be as corner stones polished after the similitude of a palace."

MOUNT HOLYOKE'S WORK FOR EDUCATION AS A COLLEGE

PRESIDENT VIVIAN BLANCHE SMALL

President Woolley's introduction: If Mount Holyoke had done nothing for education except be the Mother of Colleges, she would have a record of which to be proud. It gives me great pleasure to introduce as the last speaker Vivian Blanche Small, of the Class of 1896, formerly Associate Professor of Latin at Mount Holyoke, whom we generously gave to our daughter, Lake Erie College, to be its President.

I am sure that no one could listen to Miss Eastman's portrayal of "Mount Holyoke in the Educational World as a Seminary" without coming to the conclusion that there are times and situations when there is everything in a name. There is nothing more to be said, it seems to me, to prove that Mount Holyoke has been a college in spirit from the very beginning. Long before her fiftieth birthday she had accomplished in the educational world nothing less than the settling forever of the idea of institutions for the higher education of women. During the process of settling that idea she had accumulated an educational estate the inventory of which Miss Eastman has given us and at the time of that birthday party she presented a budget for the years before her which consisted of these items,—a college charter, more work, more teachers, more buildings, more money. To trace the various processes included in the working out of this budget does not lie within the scope of this brief discussion. That it has worked out, the significance of this Anniversary testifies.

Let us come back at once to that which was in the name. In 1887 the educational world was saying that Mount Holyoke was neither college nor college preparatory school

and no one seemed to know exactly what she should or should not do under existing conditions honestly to continue to call herself seminary, a term which with the rise of the later colleges for women had come to stand for a secondary culture. Then those among the leaders in her affairs who were gifted with "hindsight as well as foresight" began to call attention to an interesting item of history. As early as 1868 there had been a suggestion of the term college in connection with Mount Holyoke in a legislative act authorizing an appropriation from the state treasury and giving among other reasons for such action "the liberality of the state towards its colleges for men." Amherst and Williams were cited as recent recipients of similar favor. "This at least puts us *in the line of colleges*," said those persistent women in whose hands lay in 1887 the destiny of Mount Holyoke and forthwith they began a vigorous campaign to make of this suggestion an accomplished fact. Incredible opposition from expected and unexpected sources attended their efforts but the issue was a successful one and the charter of 1888 gave the institution the right to the name "Mount Holyoke Seminary and College."

In that name lay of course a compromise that retained the Seminary course for those who desired it and offered classical and scientific courses for college students. The Seminary course, however, as such soon died a natural death. Nobody wanted to belong to "Seminary and" and five years after the first charter came the second authorizing the name "Mount Holyoke College."

What is in that name college as we try to interpret it in this generation of educational unrest, who shall say? Or who in an attempt to analyze the situation in the educational world to-day can say with confidence, "This college contributed this element and that one, that"? It becomes more strikingly true each year and with each succeeding academic festival like the one which we are now holding that all those ideals and principles which are right and true for any one college are rapidly becoming merged

in the larger cause which all colleges together represent. To attempt then to review exactly what Mount Holyoke has done in the educational world or what she has helped others to do were perhaps too uncertain a task. Let us rather remind ourselves of some of those ideals and principles and policies for which she stands in the place among the mighty of the educational world which is now hers.

To begin with, she is a faithful guardian of the entrance to college and of the exit from college. She is known in the councils of the College Entrance Examination Board and of the New England College Entrance Certificate Board as well as throughout the schools of the country as a scrutinizer of the realities of college preparatory work, than whom there is no keener, and a castigator of the weak or the untruthful among the secondary institutions, than whom none more relentless is to be reckoned with. Relentless again she is often accounted in her application among students once entered of the principle of the survival of the fittest. There has never been a place at Mount Holyoke for the student who could not attain an average of scholarship for which the College would be willing to stand before any educational tribunal, any more than there has been a place for the drone or the butterfly. She is not so arrogant as to claim to have made scholars of all her students, but she has at least shown them what the scholar is and made it impossible for one to think herself a scholar when she is not. She believes in recognizing undergraduate scholarship by the conferring of sophomore and senior honors and in furthering opportunities for research among her graduates by maintaining fellowships for graduate study far beyond what in terms of dollars and cents she can really afford to provide. Some of the fruits of this attitude toward scholarship we are reaping to-day in the recognition accorded our baccalaureate degree in every graduate school in the land, in the high place given us in the National Council of Phi Beta Kappa, and in the judgment that placed us among the first of the

colleges selected to stand upon the Carnegie Foundation and more recently among that galaxy of stars of the first college magnitude which the federal Bureau has caused to appear in the educational sky.

In matters pertaining to the curriculum Mount Holyoke has never become the slave of public caprice, being old-fashioned enough not to attempt everything but to insist upon doing with conspicuous thoroughness whatever she has undertaken. She has steadfastly refused to regard the utilitarian as the chief end of education, believing that the specific object of the college is not to give special knowledge for the various occupations of life but along with the formation of Christian character to demonstrate the wisdom of the investment of four years of youth in the disinterested intellectual life. During all the ebbing and flowing of the tides of specialization she has kept steadily to the course which maintains that the college rather than the individual student should reserve the right to select certain subjects which must be included in the liberal culture which it lives to provide. In particular Mount Holyoke says that slightly more than half of a student's time must be given to English, Ancient and Modern Language, Mathematics, Biblical Literature, Philosophy and Psychology, History and Science.

To say that in her faculty Mount Holyoke insists upon a high grade of scholarship coupled with genuine teaching ability is to state the obvious. Probably she has not been more fortunate than other colleges in securing for her faculty appointments a large proportion of those rare individuals who are both scholars and teachers but she never retains for any length of service one who is neither, and her present faculty is conspicuous both for its cosmopolitanism as regards the colleges and universities represented and for the large proportion of those in whom productive scholarship and teaching power are not mutually exclusive qualifications. Another policy upon which Mount Holyoke has always insisted with reference to her

faculty is that the teaching force shall increase with the increase in student enrollment. In this important matter she has never fallen below a ratio of 1:9+ and this year it stands 1:8+.

A high development of student self-government, of Christian Association work, of student journalism, of dramatics, of all the other non-academic interests of student life, Mount Holyoke regards as a vital element in her work and a determining factor in her place in the educational world. In the difficult matter of the adjustment of these various interests and activities to those of the academic work, she recognizes her institutional responsibility and by a wise coöperative policy between faculty and students seeks here as elsewhere to stand against the modern tendency to sacrifice depth to breadth.

But we must pause to look for some distinguishing, unifying fact with which to bind together these principles and policies and to characterize the achievements material and otherwise of Mount Holyoke during the last twenty-five years. I believe that we discover such a fact in this simple statement: Mount Holyoke's victories have been won against extraordinary odds. She has made her mistakes and met her failures like any other human institution or individual, but her virtues surely are not of the "fugitive and cloistered" kind that have "never met their adversary."

Reference has already been made to the battle which had to be won to secure our first right to the use of the word college. After that initial victory had passed into history and this new-old college had elected her first president she was called upon to pass through the deep waters of the tragedy which summoned that president-elect to her eternal reward while she was preparing to assume her great responsibility. The first actual college administration began in 1890 with a problem the essence of which was wisely to conserve the past while sacrificing nothing of the spirit of progress which would make Mount Holyoke

the equal of any other institution of the kind. For new and vigorous colleges for women with generous endowments and equipment and famous teachers were causing many to say that the law of nature would undoubtedly be fulfilled and the mother of colleges would die. This first administration had just reached the point where most of its problems had become its achievements when that event occurred before and after which everything at Mount Holyoke has happened. A serious and appalling event it was indeed that sent up in smoke our college home, our chapel, our gymnasium, our administration building and brought forth from the ashes a sturdy battalion of new problems! But enough of difficulties and disasters! I am confident that my point is established and in any case the fire is the proper stopping-place because as it was the climax of our misfortunes so it was,—let us be paradoxical and say what all the world has been saying ever since that September day in 1896, "the best thing that ever happened to Mount Holyoke."

But after all the statistics have been gathered and all the policies formulated, after all the epochs have been marked and all the facts enumerated, there remains the one fundamental proposition to state,—a proposition so often stated, that it has become almost if not quite a platitude. It is this: that which distinguishes one institution from another is not its curriculum or its equipment or even its faculty but its undefinable spirit engendered in its executive officers and its faculty and through them infused into those who from one college generation to another make up its student body.

At the twenty-fifth anniversary of Bryn Mawr two years ago mention was repeatedly made of Bryn Mawr as the achievement of one person. Its progress was attributed to an unusual degree to the work of the remarkable woman whose name has been identified with it from the beginning, —its present president. It seems to me that Mount Holyoke may claim an equally unique distinction and that

to that distinction she may,—nay, in justice she must attribute the glorious achievement in the educational as in the religious, social and philanthropic world which we are here met to commemorate. No other college has been so dominated by the spirit of its founder! Whether seminary, or seminary and college, or college, ours has been "a name to conjure with" because the fire of the Mary Lyon spirit has never died on our altar. The soul that has created each new thing has remained unchanged. Hard work, conscience, persistence, courage, enthusiasm, loftiness of aim, indomitable will, uncompromising loyalty to duty, capacity for surmounting obstacles, for bringing things to pass, for "keeping on, keeping on" through dark days because of an unwavering faith that brighter ones lie just ahead,—these are the terms in which we record the work of our founder and these are also the words in which we must write the history of every administration of the affairs of Mount Holyoke.

I was requested by our honored President not to turn my subject into individual channels but to keep to "the heart of the matter." But secure in the special privilege of this day and hour for one brief moment I shall dare to disobey her. Miss Woolley must fancy herself not present while I say that as Mount Holyoke was born great in the educational world because she was the offspring of the soul of Mary Lyon, as she achieved greatness during her seminary days because every successive principal carried forward the flaming torch of that spirit, so she is to-day great in the educational world because her first and her second college presidents are Mary Lyons.

Suppose we had not found for our president in 1890, Mrs. Mead with her rare culture, her acquaintance with the world, her many-sided experience as teacher, pastor's wife, college professor's wife, mother, her ambition to realize the broadest and best so long as it should be consecrated to the highest and best, her courageous and liberal spirit. Suppose we had not after those ten years of

Mrs. Mead's brilliant administration found Miss Woolley to make our cause her own, to bring to bear upon our need her exceptional scholarly attainments, her noble and sane enthusiasms, her charm of personality winning not only to her students but to all the world, her initiative, her unique grasp of the living relation of the college woman to the work and opportunities of the world.

Such suppositions are idle. None of us can conceive what would have been our place as a college in the educational world to-day but for the service of these two particular women. Let us give unending thanks that the thought of others in their places belongs to the things that might have been but were not. And as we do so let us not forget all the devotion and the self-sacrifice of the succeeding members of the faculty and of the administrative staff, all the unfailing coöperation and financial sagacity of the successive boards of trustees that have made possible the fulness of service of these honored leaders. Let us also hold in special remembrance our brave and efficient acting-president for that critical year 1889-90 and our beloved and honored first dean. These two women have "held up the hands" of President Mead and President Woolley as only President Mead and President Woolley themselves know.

Together,—trustees, administrators, faculty, alumnæ, students,—we have lived out the momentous years between our golden and our diamond jubilee. During that period we have seen the valuation of our college property increased more than threefold, the amount of our endowment by a multiple which we are expecting President Woolley to reveal to us when the psychological moment arrives, the number of our students more than doubled and for lack of room almost as many rejected as received, our teaching and administrative staff increased more than threefold, the number of those who hold our bachelor's degree made equal to the number of seminary graduates, the number of teachers upholding Mount Holyoke standards in every

grade of public and private instruction increased by more than a thousand and her line of progress carried out into all the earth through the increasing prosperity of her daughter colleges, each of whom in her own way and in her own particular part of the world is helping to perpetuate the mother's influence. We are entering upon the last quarter of our first century an equal co-worker, in some respects, we hope, a leader in the fellowship of the best American colleges. In trying to suggest some of the reasons why we believe that we deserve to be there, I have studiously avoided the terms, "the old Mount Holyoke" and "the new Mount Holyoke" for such a differentiation seems to me to-day to be utterly obliterated. There is but one Mount Holyoke to-day,—the Mount Holyoke of the three-quarters of a century just gone,—for there has been no uprooting, no transplanting, only growth. But I am speaking for the Alumnæ on their day and I cannot say what I would in closing without referring to "the old Mount Holyoke." This is what I want to say. Most of us who were "the old Mount Holyoke" have had no part in winning the honors with which our Alma Mater is to-day crowned. But we know all this glory for our own. We feel secure on the firm foundation from which we are "greeting the unseen with a cheer." We rejoice beyond any words that we can speak in all these evidences of public approval. We are proud to claim as our sisters all the girls of "the new Mount Holyoke" and we shall all go forward together inspired anew to nothing less than our best because we have learned anew that in the last analysis our college will be judged whether in the religious, the social, the philanthropic, or the educational world, by us, its finished product.

THE ALUMNAE LUNCHEON

The luncheon of the alumnæ in the gymnasium and a large tent brought together the largest number of Mount Holyoke women ever gathered by themselves. One thousand were seated at the tables, the older classes in the gymnasium, the younger in the tent. The alumnæ committee had prepared menu cards decorated with Mount Holyoke blue and bearing the imprint of the College seal and the face of Mary Lyon, and favors made of forget-me-nots. This luncheon, as that given by the College to delegates and guests on Wednesday, was served by T. D. Cook and Co. of Boston.

TOASTS

Holyoke Diamonds
Miss Ella Gilbert Ives, '67

Holyoke's Seal and Motto
Mrs. Mary Gage Peterson, '62

Transition Days at Holyoke
Mrs. Mollie Grassie Keith, '91

The Faculty
Mrs. Mertie Graham Grover, '93

"Heigho and Hoity Toity"
Miss Elizabeth Porter, 1910

A Message to College Women
Mrs. Julia Parsons Bodfish, '65

PRESENTATION OF THE FIELD MEMORIAL GATEWAY

MRS. HELEN FIELD JAMES

Madam President, and Trustees of Mount Holyoke College:

It is with great pleasure that my brother, Mr. Joseph Field, and I present these gates to Mount Holyoke College in memory of our beloved mother.

ACCEPTANCE

PRESIDENT WOOLLEY

Seventy-five years ago in the little town of Conway, lived a generous-hearted, high-minded, progressive farmer, one of the friends of the Founder of Mount Holyoke—her sympathetic host and liberal giver to the new project. It is significant that on this Seventy-fifth Anniversary should occur the formal opening of the gateway presented by the grandchildren of Elijah Nash, in memory of his daughter and their mother, Fidelia Nash Field. With grateful appreciation the College accepts this beautiful memorial gift.

Formal Opening of Field Memorial Gateway

INTERCOLLEGIATE COMMEMORATION EXERCISES

Audience, Choir, and Speakers' Stand

GREETING SENT BY PRESIDENT WILLIAM HOWARD TAFT

President Woolley's introduction: There could be no more fitting opening of these exercises than a greeting from the President of the United States. We are disappointed that Mr. Taft cannot be with us—a disappointment for which the long session of Congress is responsible—but are very glad to have his greeting, written for this occasion.

THE WHITE HOUSE, WASHINGTON.

BEVERLY, MASSACHUSETTS, OCTOBER 4, 1912.

MY DEAR MISS WOOLLEY:

I have your letter of September 21st. It is a real disappointment to me not to be able to attend Mount Holyoke's Seventy-fifth Anniversary celebration. My mother's and my aunt's connection with the College a long time ago would give me additional interest in the celebration.

An institution that has done so much good for the whole country, and which began at a time when there were but few such sources of education, commands the interest of every one who regards the development of education as an important feature in the country's history. I congratulate you and all those in authority upon the noble history of Mount Holyoke.

Sincerely yours,

WILLIAM H. TAFT.

OUR COLLEGES AND OUR ETHICAL PROBLEMS

PRESIDENT ARTHUR TWINING HADLEY

President Woolley's introduction: Several years ago in a Scottish town a university man was listening with interest to a description of the colleges of the Connecticut Valley and when he heard that Smith, Amherst and Mount Holyoke Colleges and Yale University were so near one another that ambitious sight-seers had been known to examine all in one day, remarked, "I suppose you all receive your degrees from Yale University." So far as I know, the Yale Corporation has not voted to extend that courtesy to the colleges of this Valley, but if that good fortune is still in the future, we have to-day the happier fortune of receiving the President of the University. It gives me great pleasure to introduce to you President Hadley.

A century ago the current conception of the character and purpose of a college course was simple. The student was taught Greek and Latin, mathematics and metaphysics. If he went into one of the learned professions these were the subjects which furnished, or were thought to furnish, the best foundation for the study of theology or medicine or law. If he did not go into one of these professions these same subjects formed the approved intellectual furniture of a gentleman's household.

Two generations later the problem had become more complex. The barrier between learned and unlearned professions had broken down. Other studies besides classics and philosophy had become necessary for a gentleman's conversational equipment. To meet these changed conditions, a broad elective system was substituted for a narrow curriculum. Instead of teaching a few things which everybody was supposed to need, the colleges tried

to teach almost anything which anybody was supposed to need. The change was in many respects a beneficial one. It enabled our colleges to appeal to the interest of larger numbers of students. It made education less of a task and more of a pleasure. But these advantages, great as they were, were accompanied by almost equally great disadvantages. The college course of twenty-five years ago lacked definiteness of purpose. The student who was strongly interested in some one line of intellectual activity was tempted to specialize prematurely. The student who had no such strong interest was encouraged to fritter his energies away. It was the belief of the more ardent champions of the elective system that if students were given the opportunity to pursue the subjects that they enjoyed best, with no other guide than their own individual taste, the result would be good. This belief was not justified by the event. The majority of students were not able to profit by an unrestricted elective system. The outcome in far too many cases was intellectual dissipation rather than intellectual culture.

It is now pretty generally agreed that the faculties ought to offer the students some definite purpose, as a help in planning and arranging their courses. There is as yet no general agreement as to what this purpose ought to be. Different institutions are making experiments on different lines. But I for one am convinced that those colleges will do their work best which put before their students the ideal of preparation for citizenship; and in attempting to deal with this task, I regard it as especially fortunate that the growth of women's colleges has been coincident with the growing assumption by the women of the country of the full responsibilities of the citizen.

What does preparation for citizenship mean? It means giving the students power to face intelligently the new and complex ethical problems of modern society.

This is a different thing from what most people understand by preparation for citizenship. We are apt to lay

stress upon knowledge of political and social affairs rather than upon power of ethical judgment; to think that a course which trains people to take part in our public life must be full of facts about government and facts about social problems; to believe that the person who has acquired the most facts of this kind is best fitted for the duties of the citizen. This is entirely wrong. The man who has crammed himself with sociological facts and trained himself to look wise when they are talked about is not much better prepared for citizenship than a stuffed owl. What our students need and what our people need is not a mass of undigested or half digested data, but the intellectual habits and moral ideals which will fit them to take part in the life of a community.

As means to this end the college faculties should provide, first: fair competition in every department of life, scholastic, literary, and social, under rules which are impartially applied to all. More important than any other thing which the students learn in men's colleges—and I am persuaded that the same thing is true of women's colleges—is the habit of measuring themselves against their fellows under a system of general rules and taking what comes to them under such a system, rather than what is given to them on the basis of personal appeal. Second: encouragement to develop for one's self a working philosophy of life. Next to the habit of living and working under law as a preparation for citizenship, I value the opportunity given to the students to think out for themselves the value to be placed on different kinds of achievement and different parts of our world and our character. We used to impose this philosophy upon the student in the form of a creed. But a creed, however excellent, is essentially the product of a past age. It represents a philosophy which has been found useful in a previous generation. To be applied to the present it must be worked over by each generation anew, in the light of present events and present day problems.

Neither of these objects which I have named can be obtained by any one particular set of studies. Neither of them will guide us very much in the selection of the subjects to be taught. It is not so much a question what we study as how we study it. History, if pursued without reference to the duties of the citizen, becomes a mere heaping together of facts, and too often of very trivial facts. But to the man or woman who studies history in its larger ethical sense, as a preparation for citizenship, it becomes a means of measuring values, of drawing our attention away from the little things of the moment, which look large to us merely because they stand in the near foreground, to the greater and more permanent achievements which make the fate of nations. Literature, if taught without reference to its usefulness to the citizen, too often degenerates into a mere study of etymological and grammatical oddities on the one hand or of historical facts about the author on the other. But if the student has the larger object in view, it becomes a means of inspiring us with the best ideals of life and driving lesser ones into the background.

"For men begin to pass their nature's bound,
And find new hopes and fears which far surpass
Their proper joys and griefs. They grow too great
For narrow creeds of right and wrong, which fade
Before the unmeasured thirst for good."

This is the training for citizenship which is going to save the nation; this is the training which women as well as men must have in order that we may work out our own salvation and that of our country. We congratulate you, Madam President, on what Mount Holyoke has done to meet this need in the years gone by; we congratulate you yet more on the opportunity which lies before Mount Holyoke in the days that are to come.

THE FUTURE OF WOMAN'S HIGHER EDUCATION

PRESIDENT M. CAREY THOMAS

President Woolley's introduction: A Dean of Women, gifted with keen insight, once remarked that the President of Bryn Mawr was most deeply imbued with a missionary spirit, the mission,—securing the broadest educational opportunities and maintaining the highest intellectual standards for women. Mount Holyoke gratefully acknowledges its indebtedness to the woman who has stood so steadfastly for high ideals in education for women, but more personally and directly because of their influence upon her own students, of whom we claim a goodly number on our Faculty. It gives me great pleasure to introduce President Thomas of Bryn Mawr College.

You have asked me, Madam President, to speak to-day of the future of women's college education. You have bid me turn away from the splendid triumphal progress of the past seventy-five years in which Mount Holyoke has blazed the way and led us all and look into the future to discern the path along which she and her sister colleges will travel during the next seventy-five years.

For those of us who are—if I may express the point of view of this platform and say—on the *right* side of fifty, and have spent more than a quarter of a century in educating women it is exhilarating to pause at some such milestone as this anniversary to look forward. We have gone only a small part of the way but the rest will be easier going. For women's higher education, and indeed the whole woman movement, has been caught in the grip of a great social change and is being carried forward with resistless force.

Much has already been achieved. Women have almost won the right to study what and where they please. They

From the Academic Procession

have to-day almost equal opportunities for study. But they have not yet won the rewards of study. They are still shut out from the incentives to scholarship. Over one half of all women college graduates teach, one third of all graduate students in the United States are women fitting themselves for higher teaching. Yet even in the lower public schools the most responsible and highly paid positions are reserved for men and in the few women's colleges only may women compete with men for full professorships. In all coeducational colleges and universities the number of women holding even subordinate teaching positions is jealously limited. Presidents of coeducational universities have sometimes told me that they would gladly advance women scholars were it not for the opposition of men teaching in the same departments. Even in a women's college like Bryn Mawr there is a steady, although I believe almost unconscious, pressure exerted by some of the men on our faculty to prevent the appointment of women to vacant professorships. Men who have taught women at Bryn Mawr (and sometimes only women and never men) for as many as ten or fifteen years will say to me on accepting a call elsewhere: "Of course, my position can only be filled by a man. I do not know why it is but my subject can be best taught by men." This is a natural and inevitable result of women's past. It is not fair to blame men for recognizing it. The life of the intellect and spirit has been lived only by men. The world of scholarship and research has been a man's world. Men mistrust women's ability to breathe in this keener air. And in a sense they are right. Very few women—or men—can maintain scholarly research and enthusiastic teaching throughout a lifetime without living salaries or honourable recognition. Colleges for women few and poorly endowed as they are offer the only rewards for women scholars.

Women scholars have another and still more cruel handicap. They may have spent half a lifetime in fitting

themselves for their chosen work and then may be asked to choose between it and marriage. No one can estimate the number of women who remain unmarried in revolt before such a horrible alternative. At Bryn Mawr we have never closed the engagement of a woman professor who wished to marry. Several years ago I persuaded a young woman scholar whose husband was called to Bryn Mawr to take up college teaching again. She told me afterwards that it was like paradise on earth to shut herself into her study in the college library among her books for long hours of intellectual work. How many men scholars would there be if we compelled them to make such an inhuman choice? As a result of this unsocial treatment of women there is a large and ever increasing body of celibate women and men in every civilized country. The best women and many of the best men are unable to marry because of lack of means to found a family. When women can continue their professions and unite their incomes with their husbands' incomes men and women can afford to marry.

The next advance in women's education is then to throw open to the competition of women scholars the rewards and prizes of a scholar's life and to allow women professors like men professors to marry, or not, as they see fit. No one year after year can come in contact with many hundreds of eager young women scholars as I do in our graduate school without feeling sure that equal opportunity will develop many true research workers and productive scholars among women. There seems to me reason to believe that the peculiar qualities of women—patience, dogged persistence, unswerving pursuit of the thing itself, and a certain kind of self-sacrificing idealism may specially fit them for research and higher teaching. In nursing, library work, stenography, typewriting, bookkeeping, and school teaching these and other qualities make it difficult for men to compete with women. We do not yet know what women can do in intellectual and scholarly things.

They have done so wonderfully well—really so inconceivably well—against such heavy odds in the past seventy-five years that I venture to predict an altogether astonishing success in the immediate future. For we are now about to take this next step forward.

I have said that women's higher education was only part and parcel of the great social revolution which is now upon us. It is already clear that this transformation of society, of which universal woman suffrage is only a small part, will give equal opportunity to women in every field of human effort including teaching and scholarship. Wherever women vote, which will soon be everywhere in the civilized world, women will be elected equally with men on all school and university boards. Education is women's peculiar public interest. As an immediate consequence women will compete freely with men for all state-supported university professorships. Nor will marriage any longer disqualify women. Women will never deprive other women of a livelihood or of a dearly loved profession because they wish to marry. This has been done in the past only because men do not yet understand that women, like themselves, find their greatest happiness in congenial work.

This great change will affect the future development of colleges for women only favorably. All forms of women's higher education will be needed. We cannot have too many colleges or too many kinds of colleges. In the past women's colleges have given a college education to thousands of girls from conservative homes who otherwise would have had no education. Men professors in women's colleges have dedicated themselves to teaching women with a whole-hearted devotion which they cannot give in coeducational colleges where men students are necessarily their chief interest. Professorships in Mount Holyoke and Wellesley and in many smaller women's colleges have in the past been filled only by women. These communities of women scholars have advanced the cause of women's

education out of all proportion to their numbers because they have been, as it were, set on a hill in women's colleges. Vassar and Smith and Bryn Mawr have proved that eminent men and women scholars can work together in college departments. At Bryn Mawr women are as often heads of departments as men. Bryn Mawr has shown that graduate work and Ph.D. degrees given by a woman's college can hold their own against the competition of co-educational universities. Women's colleges have made distinct contributions to higher education. They have maintained on the whole higher standards of academic work than men's colleges. They have proved that it is possible to make a whole student body work hard and like to work hard. They seem to me to have solved the problems of college athletics by forbidding all intercollegiate games. They are now about to deal with secret societies. They have steadily insisted on a four years' college course of liberal culture. As in the past so for the indefinite future women's colleges will continue to fill a great need.

Indeed, women's colleges have accomplished so much with such meagre resources that I often wonder how wealthy men and women can resist the temptation of endowing them liberally. Women are the teachers of the race. Women are the mothers of its children. The problems of women which are the problems of the world must be solved in great part in colleges for women. A few million dollars apiece, or even one million dollars apiece, given to Mount Holyoke and her sister women's colleges, would bear fruit an hundredfold in human welfare and human happiness.

On this seventy-fifth anniversary day of Mary Lyon's seminary which she founded for all women we, the college women of to-day, who have entered into the heritage of her labour, bring to her college, and to her gallant successor, its present president, our homage and good wishes. To you, President Woolley, has been given the great and enduring glory of transforming Mount Holyoke Seminary

into Mount Holyoke College. You have gathered about you here a band of young women scholars such as few colleges are so happy as to possess. In Mount Holyoke, under your leadership, as under Mary Lyon's, true learning is reverenced and advanced.

We from Bryn Mawr congratulate you and the Trustees and Faculty of Mount Holyoke on the splendid past and still more splendid future of Mount Holyoke College.

COLLEGE ATMOSPHERE

PRESIDENT MARION LEROY BURTON

President Woolley's introduction: In October, 1910, many in this audience met at our Sister College, seven miles away, to welcome the new President. To-day we claim him as a friend and co-laborer with a broad and generous ideal of what may be accomplished for the education of women by the coöperation of the two women's colleges, so happily placed in this beautiful valley. I have the pleasure of introducing President Burton of Smith College.

An institution like an individual is often marked by a rather definite atmosphere. As a visitor goes from one college to another he is at once conscious of their differences. Each one has its own spirit and tone. It makes its own distinctive impression and appeal. One place has the quiet atmosphere of learning and culture, another the hurried spirit of commercialism. One institution seems naturally and instinctively to emphasize scholarship, another tends to exalt athletics and kindred activities. One college seems to breathe a broad, generous, wholesome atmosphere, while another is marked by narrowness, self-centered satisfaction and pettiness. In some institutions the ethical standards are high, in others they are low. It is obvious that consciously or unconsciously a college comes to be permeated by a certain atmosphere and is usually characterized by friend and foe in terms of that spirit.

Moreover, such a gathering as this emphasizes our growing educational unity. We belong to the college brotherhood. We seem to be developing rapidly an academic union. While each college may have its own characteristic atmosphere, we are after all, particularly

to the foreign observer, more alike than some of us may suppose or others of us would like to acknowledge. The so-called "American college," although it does not exist, is nevertheless a rather distinct entity. A certain quality pervades our American collegiate atmosphere. While we have our individual differences, we also have our collective likenesses.

As a whole, we have been quite concerned recently with many important details of our educational machinery. The curricula of many colleges have been revised. We have been trying to retain the advantages of the older course of study without losing the benefits of the elective principle. Methods of entrance have been seriously discussed and in some cases altered. The organization of the faculties for the conduct of their business has been greatly improved. We have been devising many methods for the regulation of elections, for the maintaining of a satisfactory grade of scholarship, for a just elimination of the delinquent student and for the proper development of the brilliant scholar. We have been very busy contriving all sorts of educational checks and academic devices whereby waste may be minimized and efficiency increased. In our concern for detail we have been tempted to neglect the general. In our determination to care for the parts, we have overlooked the whole. Possibly we have not seen the woods because of the trees. It may be appropriate therefore for us to consider this general something which we call "college atmosphere."

We recognize at a glance that the thing is subtle and elusive. It is so varied and dependent upon so many factors that it almost defies any clear statement. It is one of the phases of college life whose potency we feel, but which we cannot always account for, one of the forces of which we are frequently conscious but which we can rarely express by means of rigid words. Its significance, however, we never question and its importance we cannot wisely disregard. It may be helpful then as we consider

this subject to observe the various forms which college atmosphere may take.

1. The early American college furnishes one splendid illustration of our subject. Splendid because its type is so clear and distinct. If in our imagination we try to re-create for ourselves the life of the early college and to catch its spirit what do we find? Aside from the general conditions of the day which exerted a powerful influence upon the character of our early colleges, we observe that their spirit was curiously typified by their meagre material equipment. Their instructors were great teachers before they were great scholars. They stood *in loco parentis*. The discipline was stern and exacting. Since the students were comparatively few in number, an intimate personal relationship between the teacher and his boys was possible. The students were purposeful, earnest and religious. Their physical bodies were of no such concern as they are to-day. Their education while cultural was also distinctly vocational. They were preparing for a profession which was usually the Christian ministry. Our early colleges were mainly divinity schools and their graduates largely clergymen.

It is not difficult to sense the general spirit of such a college. Plenty of hard work and serious study occupied rather fully the time and interest of the boys. The discipline may have been narrow and formal, the equipment meagre and the institution poverty-stricken, the college may have been isolated from the world and surcharged with religious earnestness, but the most significant single factor was the constant, paternal watchfulness and care of the teacher for every individual boy. The atmosphere of such a college was distinctly favorable for learning, character-building and the acquisition of culture and equipment for life.

2. If now we transfer our thought to the present, we become conscious at once of a striking contrast. The spirit of our day also is reflected in our colleges and universities. The magnificent equipments of our modern col-

leges are most gratifying. When we consider our laboratories and museums, lecture halls and libraries, dormitories and social centers, we recognize instantly that such an environment necessarily influences the general atmosphere of an institution. Another striking fact is the large numbers of students who are attending our colleges. Such rapid and unprecedented growth must seriously alter the character of our institutions, chiefly by changing the relationship between the faculty and students. Again, student freedom and student government have contributed much toward determining the spirit of present day academic life.

Perhaps the most significant feature, however, is a strange paradox which can be formulated thus: The American college has never had faculties composed of such rare scholars as to-day. In training, equipment and productive scholarship they have never been surpassed in this country. On the other hand, the students of our colleges find their chief interest in the extra-curriculum activities of college life. The same facts may be stated more succinctly in this way. For the professor, research is primary and teaching secondary. His chief concern is scholarship rather than education. For the student, the first thing is naturally all of those activities and interests through which he finds opportunities for self-expression, individual initiative and leadership. To him scholarship is secondary. In fact he lives in an atmosphere in which intellectual things do not thrive. His college, so far as the student's attitude is concerned, is not a place where learning is idealized and hard study exalted. The tendency is rather toward making the primary thing for both teacher and student his own chief interest,—in the one case original research and in the other student activities. The secondary thing for both teacher and student is the work of the class room,—for the one it is teaching and for the other it is study. If this statement seems exaggerated, let us observe that it is asserted not as an actual fact but as a tendency in our academic life.

3. What now shall we offer as a corrective? It is exceedingly difficult to attempt any description of current tendencies in education without being woefully misunderstood. One person will say that the speaker considers original investigation a curse to the college and another that he desires to abolish student activities. Both inferences or assumptions are totally false. Research is absolutely essential to real university life and contributes much to the effectiveness of the college. Research is not necessarily an enemy to, but rather an essential prerequisite of, good teaching. Student activities likewise are invaluable in producing a worthy student life, in developing college loyalty and unifying the student body. The point lies precisely here: We will make educational advance not by eliminating these factors, but *by creating the right attitudes* on the part of officers, teachers and students to these various elements of academic life. In the last analysis it is a question of *college atmosphere*, the general spirit which prevails and the usual estimates and points of view which are expressed when the students gather by themselves for general social intercourse. Without lessening one whit our emphasis upon the details of administering the college curriculum, without diminishing one iota our pressure upon the delinquent student, without discontinuing in any sense our study and investigation of methods, we must recognize with perfect clearness that these devices are but negative, mechanical and comparatively insignificant. The vital thing is the general spirit and attitude which prevail in every lecture hall, dormitory or fraternity house. If in some way we can succeed in creating the right atmosphere then our various plans and methods for securing good results will be helpful, but without that atmosphere nothing will avail.

But how shall we get such an atmosphere? That becomes a question for each college with its own peculiar problems and needs. Unquestionably for every college it will come only as we strive definitely and persistently

to produce it. One person may so permeate the institution with his thought and personality that the problem is largely solved. More frequently, however, it can only come about through the hearty coöperation of teachers, students and officers. If the teacher without diminishing his interest in research, can create a wholesome enthusiasm for his subject and if he can inspire and quicken his students, then the difficulty will be largely overcome. Not by various devices and systems for eliminating the poor student, but by inspirational, effective teaching on the part of more instructors will we meet the situation. The student thus awakened will inevitably study. His attitude to the class room will be changed. His interest will be in his work. Such students are by no means anomalies under our present system. Our graduate schools are full of men and women thoroughly imbued with a love of their subject. In our technical schools we see men whose lives are completely absorbed in the real work of the college. We are not therefore considering an impossible ideal. Where there are such students, scholarship and real culture will find a home. Every student will have a vital compelling intellectual interest. The various elements of academic life will then assume their true proportion and the student will find ample opportunities for self-expression through the work of the college. His attitude will change fundamentally.

In some way we must have more concern for the general conditions under which we are trying to do our work. A wholesome atmosphere is absolutely essential to the best life of the college. If officers and teachers are of the type that inspire and stimulate, the student will study, learning will be popular, and a fine ethical and religious spirit will permeate the college. We must continue to see, and know, and study the educational trees, but we err if thereby we fail to behold the academic woods. Not alone by studying and devising administrative details, but by creating and maintaining an atmosphere of inspiration, will we produce the type of college which America needs.

MUST A COLLEGE EDUCATION BE VOCATIONAL IN ORDER TO BE PRACTICAL

PRESIDENT ELLEN FITZ PENDLETON

President Woolley's introduction: Thirty-six years ago, a Trustee and friend of Mount Holyoke incorporated some of the ideas of the Seminary into the new College Beautiful which he founded. The ties which at the beginning united Wellesley and Mount Holyoke have but strengthened during these almost fourscore years, and I am glad to introduce as our next speaker, one of Wellesley's daughters, President Pendleton.

It is my purpose to give one or two reasons why I believe this question should be answered in the negative.

Had I any desire to do so, it would be idle to attempt to depreciate the various vocational schools and technical institutions. On the contrary the results of their work are well known, and command both admiration and respect. While, therefore, I believe that a college education need not be vocational in order to be practical, this belief is not due to any lack of appreciation of vocational training as such.

A practical education is one which is capable of being used so that the question reduces itself to the form, must a college education be vocational in order to be useful? I shall attempt simply to mention two aims of the college of liberal arts which when secured, in my judgment, make useful the education furnished. The first is the development of intellectual curiosity. Perhaps the chief purpose of the college training is to develop intellectual curiosity in the students. It is to intellectual curiosity that we owe most, if not all, of scientific discoveries. Intellectual curiosity inspires the search into the remains of our older civilization which is yielding such far-reaching results. To

awaken the young student to a knowledge of his own power as a thinking individual, to impress upon him the value of intellectual curiosity, is one of the chief aims of the training of the college of liberal arts.

Having developed in the student a sense of the value of intellectual curiosity, the next step is to impress upon him the interdependence of all realms of human knowledge, the unity of God's universe. The college that awakens in its students intellectual curiosity, and then trains them to relate one to the other the various fields of human knowledge, has given to its sons and daughters undoubtedly a useful equipment. It may be contended that vocational training will do all this, and in addition furnish a professional equipment. It may fairly be doubted whether starting with the same preparation the vocational school will in the same time furnish both the general intellectual training and the professional equipment. However, it is not my purpose to discuss the comparative merits of vocational and the so-called liberal education, but rather to show that a liberal education is useful. We cannot deny the usefulness of steel bars, though they must be submitted to further process before becoming the utensils of commerce. If the steel is the subject of criticism, should not the manufacturer give his attention to improving its quality rather than to converting it into implements, however imperative the demand for these implements may be?

I have attempted to show that a liberal education is practical because useful. In closing I should like to make a plea for liberal rather than vocational training, if both cannot be given, especially in the case of women. In spite of widening opportunities, with the exception of the comparatively few women who enter professional life, the career of women is bound to be narrowly specialized, highly vocational. Women, therefore, more than men, need to be equipped with liberal training furnished by the study of pure science, of the humanities, and the arts.

It was an appreciation of this need that led that sturdy pioneer, Mary Lyon, to found this institution. With similar purpose and with acknowledged indebtedness to the example of Mount Holyoke, the founder of Wellesley College sought to establish his ideal of higher education, "the supreme development and unfolding of every power and faculty," that "women might be learned without infidelity, wise without conceit; the crowned queen of the world by right of that knowledge which is power, and that beauty which is truth." It is hoped that our colleges of liberal arts will withstand the demand for the introduction of vocational courses and hold to their original ideal. Let us not recognize our sister technical institutions as rivals but proudly acknowledge them as our powerful allies.

THE FUTURE COLLEGE

PRESIDENT JAMES MONROE TAYLOR

President Woolley's introduction: Dean of the presidents of colleges for women, the honored and beloved President of Vassar College, a personal friend of long standing, with whom I sometimes take the liberty of disagreeing on matters chronological, I have peculiar pleasure in introducing to you President Taylor of Vassar College.

The college answers an eternal need of youth. No elementary or secondary training, however thorough, can abolish that stage of life that calls for something corresponding to college education. However imperfect the earlier, there will come a period when secondary training will flower, when a general synthesis will result, when the mind, not yet ripe enough for independent research, will need more general knowledge and preparation. That may come by prolonging the education of our secondary schools, as it comes in Germany, though far in advance of anything our secondary training affords. Probably the next to the worst feature of our whole educational system is the failure to concatenate the elementary and secondary periods,—wasting egregiously the time of the child and failing to adapt our methods to its advance. Of course the worst element is our failure to require high standards for our teachers, and to supplement a good general education, which most of them never get, with such thorough special training as Germany requires,—which, I need hardly say, our colleges cannot give in the course of their general education, and which our normal schools try in vain to bestow on insufficiently educated youth.

But even in Germany they are finding it true that the latter years of the gymnasium must be liberalized and

broadened if they are to gain more of the spirit of what we call the college. We meet this, I believe, in far better form than Germany deals with the transition from school to university. Could we but improve our elementary and secondary courses and avoid the effort, in most of our colleges, to rival universities, and get our students earlier, say at sixteen,—we should, I think, meet the demand of this transitional era better than we do, we should gain more interested students, because their development would be steadier and healthier, and we should help them to a maturity they might well have at twenty. Our delay kills the interest of large numbers and discourages their best effort and hinders their start in the more important work of later years. Just as in our elementary and secondary schools we waste time and lose life, so in lack of adjustment and in too heavy, that is, too numerous requirements, we postpone maturity and the full sense of responsibility and fitness for the higher ranges of work.

But if we are to keep the college in America what shall we make of it? Believing, as I do, that it is far the most helpful, hopeful, and important stage in our educational system, I am asking how it can be made to meet better the responsibilities it bears.

There is much encouragement in the inaugurals of our newer presidents who have sounded no uncertain note of faith in the college and responsibility for its youngest members. Assistance in their formation of intellectual tastes and habits, care for their social life and for the development of purity and grace of living, responsibility for the nurture and development of character, have been well emphasized. Indeed, we may not receive these youths into our care and say they are solely responsible for the use and misuse of opportunity. That is immoral shirking on the part of their elders. The worth of the individual imposes on us a care that is as much social and spiritual as it is intellectual. That must be the keynote of our colleges. *In loco parentis* must be no unmeaning phrase—and if we do quite as well

now as most parents, and better than many, as we are ready to admit!—we must have higher ideals as we ought to possess larger wisdom and broader experience than most.

One grave difficulty in the American College is its emphasis on largeness. That is rather an American failing and is one of many traits in us which recall the old Romans. We love bigness and that has done much to reduce the efficiency of our colleges. If I am reminded that most are small enough, I can only answer that their ideals are generally shaped by ambitious imitation of the larger.

In one way we can counteract the tendency and still preserve the advantages of our great colleges. To try to transplant English Cambridge to our own, or Oxford to New Haven, would be absurd, if possible, since we have our own traditions to conserve, and conditions that have grown with our growth. But a group of colleges under a central governing body would be an easy and a natural development. One business organization would suffice, one president (if indeed our critics are to permit the college president to enjoy much longer his troubled existence)—but distinct faculties would not only care better for the smaller units than we can possibly for the larger aggregations; they would also develop intellectual friendships and rivalries quite impossible in our present organizations. Watch-care, moral, intellectual and social, would be more practicable and the general life would take on a higher and more stimulating tone. Differentiation of social life would be possible to a degree unknown in our large colleges. Yet every advantage of a great college would be preserved, the spirit of a large broad loyalty, the love of one Alma Mater, the interests of a generous common life. The symbols of unity would exist in the large central library, supplemented by the college libraries, in one art gallery, and one museum, and possibly, though I think it of doubtful desirability, in one chapel. The athletic interests would have the advantage of separate college contests and of

intercollegiate games, without involving that vast sacrifice of real interests from which our men's colleges suffer and from which, though sorely tempted, our women's colleges have thus far been free.

How large shall the groups be? The ideal would be 500, easily officered, easily known, large enough for the inspiration of numbers, much more easily administered, socially and intellectually, than the larger possible group of 1000, and gathering all the advantages of larger numbers from the neighboring groups which know the same guardian mother and are moved by a like loyal spirit.

How great the variety might be also, in types of life developed, how many advantages to the student would grow apace, what an answer this would be to the teacher who often must follow alone his own special topic of research, what congenial opportunities the plan would offer to groups of earnest students,—I may not now venture to suggest. Nor may I dwell on the possible economies of the system and its possible interchange of teachers. I have only now to suggest the vision which is sure to find expression in fact in a not distant future,—the answer of a new type of college to the growing consciousness of a need of social, spiritual, and intellectual watch-care which is demanded of us and of every generation by the heart of eternal youth.

THE NEED FOR A MORE SCIENTIFIC STUDY OF HIGHER EDUCATION

PRESIDENT ABBOTT LAWRENCE LOWELL

When we were boys we observed that it was much easier to carry on an argument if we were not hampered on either side by a knowledge of the facts. Debate could then be conducted with a free scope for the imagination; ingenuity could be displayed; statements could be made or contradicted, but not refuted; and the combat could be prolonged indefinitely. Whereas a knowledge of the facts gave an unfair advantage to the side that possessed it; and, what was worse, it was apt to terminate the argument abruptly. The lapse of years has shown me that this is true also of the discussions in mature life, and perhaps it explains the endless delight we take in addresses on education.

Pedagogy is one of the oldest of philosophies and the youngest of the sciences. We can apply to its teachings the words of Oliver Wendell Holmes written for a different theme:—

> Their tablets bold with what we think,
> Their echoes dumb to what we know:

for we talk fearlessly about the effects that may be expected, aye that will inevitably result, from certain methods of instruction, or from the study of certain subjects. Some people, of the older school, assert positively that a traditional kind of education is the best preparation for everything. Others, of the more modern school, insist no less dogmatically, and with a louder voice, that certain practical courses of study will obviously furnish the best training for corresponding careers. Some people declare that specialization ought to begin at one point, others at a different point, in the process of education. On these and

many similar questions discussion is continuous and perpetual. It is inconclusive because, while there may be an apparent probability in favor of one view or the other, enough is not known about the facts to make the inference certain. It is like the famous discussion whether the presence of a fish in a bowl of water did or did not raise the level of the water, until Charles II in his ignorance suggested trying the experiment.

Trying the experiment! Of course that would yield definite knowledge. But we cannot deliberately experiment with children or young men and women just to see whether we make or mar them. Students of pedagogy have, no doubt, tried short experiments by setting one class of children to learn poetry, and another to do sums, for a fortnight, and then comparing their ability to remember nonsense syllables. But these trials can hardly be continued long enough to do any permanent harm to either of the classes, and therefore to produce any very significant effect upon their minds. They have their value, and with improving methods it is increasing, but by itself it is necessarily limited.

We cannot then experiment in education thoroughly for the mere sake of advancing the science. Yet we have been doing so on a large scale for other objects. By our modern diversities of method, by our system of electives in colleges and even in schools, by our many institutions of learning differing radically in their plans and aims, we have, in fact, been trying far reaching experiments involving a great part of the period of education; but we have made, as yet, little effort to tabulate the results. We have, no doubt, provided opportunities for gaining much experience. That, however, is a very different thing from experiment and far less trustworthy. Few teachers have had sufficient experience with different methods of instruction, and still less with different methods of study to be able to compare them from personal knowledge; and experience founded on mere impressions, uncorroborated by statistics, is not

of the highest scientific value. It is liable to be tinged with a bias. Quite unconsciously the cases which confirm a preconceived opinion are more readily observed and remembered than those which do not.

On the other hand, the diversities between different institutions, and better still within the same institution, have now continued long enough to enable us to amass statistics that ought to throw much light on the problems of education. Statistics are, no doubt, proverbially mendacious. Like Sam Weller's veal pies, one must know who prepared them and be sure of the ingredients. They must be so compiled as to eliminate systematic errors, and hence, in measuring the effects of different studies, or kinds of training, care must be taken to compare students of approximately the same mental quality and condition, and the measure subsequently applied must be as independent as possible of all influences other than education. But where the numbers are large the chance of error is less; and statistics, even if defective in themselves as a basis for accurate inference, may have great value in suggesting lines of inquiry in other places where the same process can be pursued with greater certainty.

The art of investigation by statistics is one of the most important developments of modern times, and has reached a point of great scientific accuracy. In physical science we assume that all specimens are alike; that if the strength of one flawless iron rod is in proportion to its width and the square of its depth, the same is true of all other flawless rods; that if any pure water is composed of twice as many atoms of hydrogen as of oxygen, all pure water has the same composition. A single experiment, or a number large enough to avoid accidental error, is, therefore, sufficient to demonstrate a law. But in biological matters where the specimens vary, we must proceed by the approximate method of statistics. It has been applied with marked success in economics, in medicine, and indeed throughout the domain of social and biological science. But educa-

tion, always a laggard in following the movements of thought, has been slow to make full use of this instrument.

The records of our universities and colleges are crammed with information on questions that we discuss, but do not investigate. In some of them we can trace and compare the different paths of large numbers of students. We can collate the effects of age, origin, previous schooling, studies elected, industry and many other things. Still more could be accomplished by systematic coöperation between institutions of different grade, in comparing, for example, the records of the studies pursued and the excellence attained therein by children at school, and at different schools, with their subsequent achievements at college, or the records of college students with their proficiency in a graduate or professional school. All this will be laborious. It will cost time and money. Some of the work will prove fruitless, as much scientific research necessarily does; but, in spite of some wasted effort, I believe the harvest will prove rich beyond the expectation of those who have not explored the field; and the knowledge reaped will be sound and fruitful.

In our colleges we are striving earnestly to teach according to the best light we have; but we must learn as well as teach. Surely it is not enough to guess at the problems that confront us, to speculate on the probable effects of different forms of education. We must know all about them that can be discovered. We must study them at every stage by all the methods that modern science has placed within our reach. If we fail to do this we have no right to expect posterity to acquit us of neglecting the duty that has come to us in our day and generation.

CONFERRING OF DEGREES

After the addresses fourteen honorary degrees were conferred, three being *in absentia*. Each candidate coming to the platform as her name was called was presented to President Woolley by Miss M. Gertrude Cushing, one of the marshals, and after receiving the degree and diploma was invested by two other marshals with the Mount Holyoke hood. The names of those who received these honors follow:—

LIST OF HONORARY DEGREES

Caroline Boardman Greene, Registrar of Mount Holyoke College.....Master of Arts

Mary Almira Smith, Surgeon of New England Hospital for Women and Children.....Doctor of Science

Florence Purington, Dean of Mount Holyoke College.....Doctor of Letters

Lida Shaw King, Dean of the Women's College in Brown University.....Doctor of Letters

Vivian Blanche Small, President of Lake Erie College.....Doctor of Letters

Ada Louise Comstock, Dean of Smith College.....Doctor of Letters

Abbie Park Ferguson, Emeritus President of Huguenot College, Wellington, Cape Colony.....Doctor of Letters

Mary Frances Farnham, Dean of Women, Pacific University, Forest Grove, Oregon.....Doctor of Letters

Caroline Ransom, Assistant Curator, Metropolitan Museum of Art, New York.....Doctor of Letters

Ellen Fitz Pendleton, President of Wellesley College.....Doctor of Laws

Alexander Meiklejohn, President of Amherst College.....Doctor of Laws

Katharine Bement Davis, Superintendent of New York State Reformatory for Women, Bedford.....Doctor of Laws

Lillian D. Wald, Founder and President of the Henry Street Settlement and President of the National Organization for Public Health Nursing.....Doctor of Laws

Julia Clifford Lathrop, Head of the Children's Bureau in the Department of Commerce and Labor.....Doctor of Laws

The degrees were conferred by President Woolley in the following words:—

CAROLINE BOARDMAN GREENE, in recognition of your services to education expressed in arduous administrative work, always marked by high academic standards during the years in which your Alma Mater has grown from Seminary into College, we confer upon you the degree of Master of Arts and admit you to all its rights and privileges.

MARY ALMIRA SMITH, thorough student of the science of medicine, skillful surgeon, for whom women and children have special cause for affectionate gratitude, the College in which you were a student is honored in conferring upon you the degree of Doctor of Science and admitting you to all its rights and privileges.

FLORENCE PURINGTON, beloved Dean and friend of Mount Holyoke students, bringing to the problems of your office the clear mind of the mathematician and the warm-hearted sympathy of the truly educated woman, we confer upon you the degree of Doctor of Letters and admit you to all its rights and privileges.

LIDA SHAW KING, graduate of a sister college, to whose reputation as a teacher of the classics has been added distinction as an administrator of unusual and marked ability, we confer upon you the degree of Doctor of Letters and admit you to all its rights and privileges.

VIVIAN BLANCHE SMALL, *thrice* a daughter of Mount Holyoke, as thorough student and inspiring teacher of the classics, and as President of a daughter college, ably continuing the Mount Holyoke succession, we confer upon you the degree of Doctor of Letters and admit you to all its rights and privileges.

ADA LOUISE COMSTOCK, daughter and Dean of our sister college in the Connecticut Valley, bringing to your Alma Mater a record of distinguished service as the scholarly and honored Dean of Women in a great University of the West, augury of even greater service in the future, we confer upon you the degree of Doctor of Letters and admit you to all its rights and privileges.

ELLEN FITZ PENDLETON, loyal daughter of a college to which this institution is bound by many ties, clear thinker and able administrator, uniting high academic standards to a sympathetic understanding of the human nature of a college student, we confer upon you the degree of Doctor of Laws and admit you to all its rights and privileges.

ALEXANDER MEIKLEJOHN, in the honorable succession of those who have brought the consolations of philosophy to the presidential chair, with an unusual record of success as the quick-witted, wise and able Dean of one of the

oldest of New England colleges, we confer upon you the degree of Doctor of Laws and admit you to all its rights and privileges.

KATHARINE BEMENT DAVIS, leader in the scientific investigation of a great social problem, distinguished head of a great social institution, sympathetic helper and friend in a great national calamity, we confer upon you the degree of Doctor of Laws and admit you to all its rights and privileges.

LILLIAN D. WALD, friend of those who need friends, originator of far-reaching municipal and national movements for the care of the sick and the poor and little children, a citizen of whom our greatest American City may well be proud, we confer upon you the degree of Doctor of Laws and admit you to all its rights and privileges.

JULIA CLIFFORD LATHROP, trained thinker and experienced worker in one of the greatest social movements of our day, the first woman to be honored with the headship of a Federal Bureau, representative of a movement which is the "first expression of the Nation's care as a Nation for all the interests of all its children," we confer upon you the degree of Doctor of Laws and admit you to all its rights and privileges.

Upon three of our Alumnæ we confer degrees *in absentia*.

Upon ABBIE PARK FERGUSON, of the Class of 1856, first and only Principal of Huguenot Seminary in Wellington, Cape Colony, first President and honored President Emeritus of Huguenot College, representative of Mount Holyoke's work for education in foreign lands, we confer the degree of Doctor of Letters and admit her to all its rights and privileges.

Upon MARY FRANCES FARNHAM, a member of the Class of 1868, and Professor of the English Language and Litera-

ture, Dean of Women in Pacific University, Oregon, scholar, teacher and writer, we confer the degree of Doctor of Letters and admit her to all its rights and privileges.

Upon CAROLINE RANSOM, now in Germany, a member of the Class of 1896, Fellow and Doctor of Philosophy of the University of Chicago, for several years a student in Europe and the East, formerly head of the Department of Art and Classical Archæology at Bryn Mawr College, now Assistant Curator in the Egyptian Department of the Metropolitan Museum of Art, scholar, investigator and writer, we confer the degree of Doctor of Letters and admit her to all its rights and privileges.

PRAYER

REVEREND ROCKWELL HARMON POTTER

Almighty God, our Heavenly Father, giver of life unto the children of men, in whose light we see light, whose service is perfect freedom—for the world which Thou hast given to be our home—for the knowledge of Thy law which Thou dost enable us to read therein—for human history which Thou hast made to be our heritage—for Thy purpose of good which Thou dost unveil to our eyes—for the voice of Thy Spirit which bears witness with our spirits that we are Thy children—for the gospel of Jesus which is our trust, by which we learn the secret of the blessed way, and for the sure hope of eternal life—

Response:

We give Thee thanks and praise through Jesus Christ, our Lord.

For the great company of those who through the ages that are past beyond our knowing have been light bearers that our path might be plain—for those whose names shine by the rays reflected from the lives which they have guided—for all who in this place by their gifts of treasure and of toil, of patience and of love have enriched our living by their sacrifice, and especially for Thine handmaiden here whose vision was Thy call—whose faith was Thy gift, whose love was kindled by Him the light of whose face lighteth every man that cometh into the world—

Response:

We render thanks unto Thee, Thou Giver of every good and perfect gift, through Jesus Christ, our Lord.

For those who have here thought Thy thoughts after Thee, and have here been baptized into the passion of Thy

love,—for those who going hence have ministered to the common life in homely ways and have bequeathed to their children high ideals and noble enthusiasm—for those who have made the friendless their care and the ignorant their portion in manifold patient ministries—for those who in far and lonely and perilous places serve us with Thee in hastening the coming of Thy kingdom—and for all those that minister peace to our souls—

Response:

We bless Thy grace in Jesus Christ, our Lord.

Bless, we beseech Thee, O God of Thy servants, this school of Thy planting with the continued favor of Thy grace. Let Thy truth be made known here ever as aforetime and Thy purpose of love be here revealed. Let those who teach here be taught of Thee and let those who learn be quickened by Thy Spirit that their peace may be great according to Thy word. Give, we beseech Thee, unto the womanhood of this nation wisdom and discernment, with all purity and sacrificial love, that the generations that are to come may serve Thee in the beauty of holiness. Hasten Thine appearing among the peoples of the world, we pray, by the shining of the light of Thy glory in the face of Jesus Christ. Dispel the darkness and fear of ignorance and make clear the sight of the people from all vain superstitions. Bind up the broken-hearted; release the captives; break every yoke; let the oppressed go free; consummate the brotherhood; establish Thy kingdom; use our lives, if we may be counted worthy, to fulfill the prayers we offer, and to Thee shall be the praise. Bless the whole earth with a knowledge of Thy gospel and may Thy children everywhere herald the gospel of our Lord Jesus Christ—

Response:

Hear Thou our prayers and answer all our petitions, by granting us Thy Spirit, through Jesus Christ, our Lord.

Lord, guide our lives into the ways of obedience and charity—

Response: Amen.

Reveal Thy love in Jesus Christ, our Lord.

Response: Amen.

Comfort us in all our tribulations.

Response: Amen.

Grant us Thy peace in all our earthly life, and in death guide us into the glory of Thy nearer presence.

Response: Amen.

ADDRESSES AND GREETINGS OF DELEGATES

ADDRESSES AND GREETINGS OF DELEGATES IN BEHALF OF CITY UNIVERSITIES AND COLLEGES

PROFESSOR HARRY ALLEN OVERSTREET

Representatives of the Universities and Colleges, Ladies and Gentlemen: It is a keen regret to me that President Finley cannot be here to-day to carry the greetings of the city colleges and universities. A keen regret, I know, it is to him, and yet I assure you that the congratulations which come from the city colleges and universities, though they come by word of mouth of another person, are as cordial and sincere.

It is a far cry from a crowded city street to the quiet lane of this college town, a far cry from a city college among commotion and feverish unquiet to this College set in the grateful silence of the autumn hills. And yet there is a likeness between the two, Mount Holyoke and the city colleges, for both institutions are the product of new conditions, the product of new human developments. It is the city, the modern city, I think, which above all has brought this new age of women, the modern city with its curious, far-reaching readjustments of life, and with it has brought the women's college. It is the city, too, that has brought the need for a new type, a more enlightened type, of city citizenship, has brought the need for a finer and more prolonged care for the mental and the spiritual life of the city's youthful population, and with it has brought the city college. We are both, the women's college, the city college and university, we are both pioneers in a new field. We both tread hitherto untried paths. Notwithstanding a few score years of our existence, our problems are new problems, problems as yet in the main unsolved. So we are both in a sense alike, and above all we are alike in the inspiring stimulus of possibilities of service.

I am reminded, too, that in the days of the inauguration of this College, in the days when this College was not yet a college, in the days of Mary Lyon, the funds gathered for this College were gathered from the common people, and to-day the College stands on the firm support of the contributions of the common people. And so it is with the city colleges, the city universities. Both types of institutions are examples of that great movement, that great helpful movement in our democracy, institutions founded upon the common life of our common people.

But this is a day of your rejoicing. It is meet that we bring to you a tribute of admiration, of congratulation, of Godspeed. It is not meet that we speak of ourselves and yet on this day in the closing hours, in these days of your commemoration, it is indeed fitting that as you renew your pledge of service to your peculiar tasks, it is for us with you, in our congratulations, it is for us to renew our pledge of service to the task which is ours. So we here to-day, bringing the greetings, bringing the congratulations, come not only for your sake, but come for our sake, for after all different as our tasks are, you in your autumn hills, we in our crowded cities, different as our tasks are, they are in essence the same high task, the task of winning for ourselves in the midst of the turmoil, in the midst of the partialness of vision, in the midst of absorbing cares, the task of winning for ourselves the calm plenitude of mind, the singleness of soul, the dispassionate integrity of spirit, that mark the service of truth and of character.

To you, then, to you, Madam President and Mount Holyoke College, the colleges and the universities of the city bring their hearty congratulations and their best wishes for years of fruitful growth.

IN BEHALF OF NEW ENGLAND COLLEGES

PRESIDENT WILLIAM ARNOLD SHANKLIN

President Woolley: I consider it a privilege and honor to have been requested to bring to you and the alumnæ and undergraduates of Mount Holyoke College greetings from those with whom you are most closely associated—the Colleges and Universities of New England. Though bound by no legal pact, yet constituting a genuinely sympathetic and coöperative fraternity "confederate to one golden end," we congratulate Mount Holyoke College, not only upon the attainment of her seventy-fifth birthday, but, as well, upon the deepening and broadening influences which are her destiny in her service to the world. For a college cannot have geographical or other similar relations. It cannot be confined to a country, generation, or time. It must be so conducted that, while best serving each generation in turn, it will ever adapt itself to the new and larger wants of the succeeding one. Mount Holyoke is no mere local school of learning, it is no mere gathering of teachers and students for the sake of the moment. It is one of the great everlasting forces for the upbuilding of civilization. Through every day of these wonderful years Mount Holyoke has been true to the spirit of Mary Lyon who maintained that learning is not for vocation's sake but for life's sake and hence, patently, is for women equally as for men, that they, in their completer view, shall better build the world.

Nor should I be true to those whom by appointment I represent, did I fail to congratulate you, President Woolley, upon your administration of Mount Holyoke. The characterization of Mary the First of Mount Holyoke applies equally to you—"If she set herself to do anything, it was of no use to oppose her." This has been evidenced anew

in your carrying to successful conclusion the campaign for an additional half million dollars for endowment. Within the next decade you will have that other million and more which you now covet with a holy longing. Your learning and your self-sacrificing enthusiasm have made you admired beyond any other College President in New England. We have all been stirred by the intellectual fervor which characterizes the President of Mount Holyoke in all that she does.

We rejoice with the daughters of Mount Holyoke that to-day, as seventy-five years ago, this pioneer institution of higher education for women, recognizing the moral power which is latent in an active intellectual discipline, insists that education must be permeated with the sense of the social obligation. Service to society, service to the nation, service to mankind—that is the true motive in any one's intellectual and spiritual life. This service is to be rendered by the acquirement of personal, individual power to think, to speak, to do in the spirit of Him who is Truth. While in the days agone the great services were delegated, to-day it is not possible for one educated man or woman to be free from the social obligation. He lives most, who lives hardest and deepest. Who measures the life of Mary Lyon by her mere fifty-two years? Our days are cast in as tremendous times as those of Mary Lyon or of Abraham Lincoln. It is the province of the collegian—man or woman—to "live pure, speak true, right wrong,—follow the King." By the rule that Christ Himself laid down, "to whom much is given, of him shall much be required," it is baser for the collegian to live ignobly than it is for another: his is the higher light, his the nobler calling, his the more royal anointing.

Mount Holyoke, true to thy mission of the disciplining and the ripening of personality, crowned with aspiration, abiding youthful and vigorous, be thou exalted more and more in thy daughters who are thy vindication and thy glory. With one voice the Presidents of the colleges of

New England join in exclaiming "*Esto perpetua!*" And may God give you, President Woolley, many happy years of steadfast devotion to the noble task into which you are pouring your life.

IN BEHALF OF THE DAUGHTER COLLEGES OF MOUNT HOLYOKE

PRESIDENT LUELLA CLAY CARSON

With peculiar pleasure I have come from one who has known this institution almost from its beginning, Mrs. Susan Tolman Mills, President Emeritus of Mills College, California, to bring greetings and congratulations from her to President Woolley, the trustees, faculty, alumnæ and students of Mount Holyoke College. Mrs. Mills was graduated from Mount Holyoke in 1845 and then taught under Mary Lyon for three years. For nearly seventy years she has revered the name of her beloved teacher and given tender allegiance to her Alma Mater. Mrs. Mills will soon be eighty-seven years of age and is spending the evening of her life in the institution she, with her husband, established forty-seven years ago. Through all these years she has followed the plans and growth of Mount Holyoke. She bade me say to you,—she rejoices that she has been permitted to send congratulations on its seventy-fifth birthday and that daily she asks the blessing of God on all the members of the College and its daughters everywhere in the world.

I rejoice personally to offer my congratulations. Since my childhood in my birthplace, Portland, Oregon, Mount Holyoke has been a familiar name. My first teacher, a member of my father's household, came from Ipswich and the influences of Mary Lyon's school there. Another teacher of my girlhood belonged to Mount Holyoke Seminary, and later I was sent to Mills Seminary. Years later, when I went as teacher to Pacific University, I saw much of a remarkable graduate of Mount Holyoke who had gone as a missionary with the Whitman party. I give this testimony to indicate how early and widespread was the beneficent influence of this institution on the Pacific Coast.

Many women there are rejoicing with you to-day. This beautiful Connecticut Valley, a valley of colleges, has given large contributions to the West in men and women that have brought about the spread of Christian education, reverence for holy things, love for fellow men and desire to do service.

In 1836, when Emerson's "The American Scholar" came, Oliver Wendell Holmes pronounced it our "Intellectual Declaration of Independence." Mary Lyon said, when after many discouragements the foundations of the first building were laid,—"This is like the Declaration of Independence; the battles are yet to be fought, but the great question is settled." Mary Lyon stands for the intellectual freedom of woman as Emerson stood for the intellectual freedom of America or Luther for the spiritual freedom of the race.

Wealth and political power alone have never created enduring institutions. An idea in the mind of a person of faith, courage and determination has often transformed civilization. Mary Lyon was possessed of an *idea* that has proved conquering and immortal. To her the great questions of woman's higher education, spiritualization, preparation for teaching truth and God's love over the world—even to the uttermost parts—were settled in the beginning. She was a prophet and never doubted her own vision. From the beginning Mary Lyon had remarkable ability in two directions: the ability to organize and set practical forces in motion that would enable her to carry out her idea; also, the rare ability to infuse her spirit into those longing to teach and to serve everywhere.

Mary Lyon and her students took the world to be their province. And the fires kindled by this prophet upon the altar she set up upon this holy ground have never gone out, and her ideas and methods have grown in the world past computation. Daughters of Holyoke have been founded in our own country and in Europe, Asia, Africa and the Islands of the sea, in Persia, India, Turkey, Cape

Colony, Spain, Hawaii, Japan and China. Literally, "Holyoke has circled the globe with women's schools and colleges"; and so has contributed to the world one of the most important developments making for modern civilization. Is it too much to say that there is scarcely an organization for the education of women anywhere without Mount Holyoke alumnæ? Mrs. Dascomb, Lady Principal at Oberlin, Miss Lyman of Vassar, Mrs. Mills, were pupils of Mary Lyon. The first president of Wellesley College, of the Western and Lake Erie in Ohio, and one of the founders of Mills College and for many years president, were all Holyoke women.

Mr. Durant, a trustee of Holyoke, and Mr. Moody, both attributed their inspiration for their great enterprises to Mount Holyoke. What wonder that over yonder in New York University the name of Mary Lyon is inscribed in the Hall of Fame!

It would not be appropriate for me to make more than a brief mention of the daughter colleges of Mount Holyoke among those who know their struggles and victories so much better than I.

Among all the foundations the ten daughter colleges best known are five in our own country: Lake Erie College, Painesville, Ohio; Western College for Women, Oxford, Ohio; Rockford College, Rockford, Illinois; Albert Lea College, Albert Lea, Minnesota; Mills College, Oakland, California; and five in foreign countries: International Institute for Girls, Madrid, Spain; Normal and Preparatory School, Barcelona, Spain; Huguenot College, Wellington, South Africa; The Misses Ely's School, Bitlis, Turkey; Miss Fritcher's School, Marsovan, Turkey.

If education is the best method through which America may reach any country the education of women is the choicest and most far-reaching application of that method. Whenever great opportunities are given to women, women give great opportunities to the nation that has helped them.

Mount Holyoke and these daughter colleges have won,

or are winning, their battles, if I may use so militant a phrase for a winning through unostentatious persistence and an abiding faith in the vision God gave their leaders. The daughter colleges scattered over the world would bring tributes to their Alma Mater and pledge continued consecration and devotion to the work she set for them to do.

IN BEHALF OF COLLEGES OF THE CONNECTICUT VALLEY

PRESIDENT ALEXANDER MEIKLEJOHN

When I ascended the platform this morning to become a graduate of this College, there was one feature of the situation and surroundings which especially impressed itself upon my sensitive soul, its predominant femininity, and I was not so much disturbed by that feature as I might have been because I feel myself in these days very much an infant in this business of being a College President and I felt that here was my first exhibition to a cold world, and it was rather comforting to see the women folk about.

Now in these days of my infancy, I fear I can hardly hope to speak in any adequate fashion for the colleges of the Connecticut Valley, but I can speak from another point of view to-day, as I bring greetings to President Woolley, from the point of view of a schoolfellow and a fellow townsman. President Woolley and I studied History together in the same class room. When President Woolley received her first degree from Brown University, the affair was so unusual that no gown had been provided for a woman on such an occasion and I well remember that an usher came dashing down the aisle of the First Baptist Meeting House and saying, "Who's got a gown for Miss Woolley?" And I took my gown off and she put it on, and this morning she was trying to pay me back by giving me a hood. And I remember too that in those boyhood days when I was playing the games of the boys, there was one man on whom I always counted to come and see us, one man with a cheery smile and a bit of encouragement beforehand, and a fine clasp of the hand after the game, a man on whom I learned to depend, and of whom I would like to speak just this word to-day, President Woolley's father.

But I must be about my business of greeting. I think we have succeeded to-day in impressing upon President Woolley the urgency of her work and the necessity of being about her business. The first speaker this morning said, "The mission of the college is to prepare its pupils for the exercise of the rights of citizenship," and the second speaker said, "The women are going to vote at once," and I said to myself, "President Woolley had better get busy. The fruits of her labor are soon to be examined."

I said that I cannot speak on behalf of the colleges of this valley, nor can I very well speak for Mount Holyoke College for I don't know it very well, but there is one quality in these colleges that I have observed, and I found the same quality in her; that is, willingness to take a venture, willingness to try a policy, willingness if you have an idea (the people in this valley are sure that they have them), willingness if you have an idea to put it to the test and to live by it, to see what it is worth. If ever an institution in this country showed that, this College has shown it. Willingness tests its theory by practice. We are worried and perplexed and bewildered about our educational problems, but I believe that here in this valley experiments and trials are to be made, and I pledge President Woolley the fellowship of the other colleges as we with her carry on those experiments.

IN BEHALF OF UNIVERSITIES AND COLLEGES OF THE ORIENT

PRESIDENT JINZO NARUSE

President Woolley, Ladies and Gentlemen: It is with a deep sense of honour and privilege that I bring the warmest greetings from the universities and colleges in the Orient to the first and oldest women's college in America, and say a word of congratulation on this felicitous occasion.

We are very much indebted to this institution for the development of women's education in Japan and the Oriental countries. The noble personality of its founder, Miss Mary Lyon, and her precious example of training girls in this country have influenced very strongly the leaders of women's education and many girls too in Oriental countries. I believe that Miss Lyon's life blood is still warm, circulating in the veins of her admirers, her benevolent spirit is still a source of power, inspiration and encouragement to those with minds like hers; and I am also impressed very deeply that she is here purifying the atmosphere of this very institution, her beloved living monument.

The meaning of my being here, then, is not merely to bring greeting from the colleges in the Far East to the oldest one of the Far West, but is to testify that the relations between the two institutions are as that of a mother and daughter.

To-day, you are celebrating the diamond anniversary of the birth of Mount Holyoke College. During those three quarters of a century, what good it must have done, by educating women, elevating their position in society, and sending forth so many graduates not only in your own country, but to all parts of the world that they may work for humanity.

What a glorious anniversary this is! Well may the institution and its founder be remembered and praised!

I feel it my duty to express my most heartfelt gratitude toward Japan's oldest and kindest friend, America. I need not and cannot enumerate all that your noble American spirit has done for us in guiding and leading New Japan in her infant days, in remaining true toward her ever since. The condition of the Oriental women is still very far from ideal. Women educated in Japan, though few in number, are eager to extend their helping hands to those less fortunate daughters of other Oriental countries as you have done to ours, yet they are still weak and the burden is heavy.

As a representative of the newer education for women in Japan, I bespeak your coöperation with my sisters in this grand work for humanity—the emancipation of the Oriental women. In time to come should Japan stand with America as an international peacemaker, let our women feel the strength and confidence that comes from your sincere love and deep sympathy.

IN BEHALF OF THEOLOGICAL SCHOOLS

PRESIDENT FRANCIS BROWN

President Woolley, and Friends of Mount Holyoke: People of superficial view might wonder what a theological seminary has to do with a college for women, and Mount Holyoke in particular. In fact, the connections are many between this College and schools of divinity:—

1. Religious sympathy. Our New England colleges, in general, were founded in a religious spirit,—Mount Holyoke, to a marked degree. Theological seminaries, whatever else they do, live to promote religion.

2. The fact that Miss Woolley graduated into this presidency from a professorship of the Bible is a noteworthy connection. We respected her as a Biblical scholar and teacher, before we had the chance to recognize her administrative power.

3. Some of our sisters and daughters—I speak in the name of the guild of Professors of Theology—have graduated here, or are going to try to do so. Some of our wives, and wives of our alumni, are among your alumnæ. There are, thus, many personal ties.

4. More and more we have women as our students. It is a good thing for us, and I hope not bad for them. One of your own staff is enrolled at Union Seminary just now, with her eye on a divinity degree, which I have no doubt she will wear back to you a year hence. She will not be the first, nor yet the second, to receive it at our hands.

5. I do not know, yet, of graduates of women's colleges, who are professors in our seminaries, but certainly graduates of theological seminaries are professors in some women's colleges, and even their presidents; they have accepted these posts not, of course, because there are not competent women in plenty, but just to show that there is no hard feeling!

6. May I interject here the remark that if there is any defensible reason why I should have been asked to speak for the theological seminaries as a body, it is no doubt to be found in the fact that Union Seminary is almost an exact contemporary of Mount Holyoke, being seventy-six years old to her seventy-five.

7. Finally, looking back over these generations of teachers and taught a very significant relationship between us appears. It is our attitude toward scientific method in study.

Old people here can remember when the schooling of girls was restricted in subjects, dogmatic in process and superficial in result, and when many students of theology were expected simply to accept what was taught them, discouraged from free inquiry, and turned out incapable of really understanding or guiding their time. Now, in the colleges and seminaries, research is stimulated, formulas are tested, simple truth is the aim, docility of mind is less applauded than alertness and independent thinking. No facts are now too good for women or for ministers. A noble dignity has come through this, and a relationship between women's colleges and training schools for the ministry,—largely different in fields of study, but alike in sound method, and in loyalty to truth.

Perhaps, then, we have the right to congratulate you to-day,—and, on the other hand, if this is a liberty, we take it, and are glad to run the risk!

This College, with her seventy-five years behind her—which means, for a college, not senility, but maturity,—has been fruitful in many daughters—individual women, and other institutions for women, and granddaughters, through these. May God bless her! I venture, on behalf of the theological seminaries, to say to Mount Holyoke College, in the words spoken to Rebekah, as she began a new era in her life:—

"Our sister, be thou the mother of thousands of ten thousands!"

IN BEHALF OF UNIVERSITIES AND COLLEGES OF THE MIDDLE WEST

PRESIDENT HENRY CHURCHILL KING

Beautiful for situation, the joy of the whole earth is Mount Holyoke, Madam President. When one remembers the beautiful visions with which the College has filled our eyes in these hours past and the superb way in which all the arrangements of the Seventy-fifth Anniversary have been carried through, none of us will certainly henceforth have the temerity to say that women can't run machinery.

It is said of a distinguished Hartford minister, I believe, that he got into the midst of his discourse one day and had the doleful feeling that he was not getting anywhere or saying anything and he clapped his manuscript to and said, "And so on and so on for a good many pages of the same kind of stuff. Let us pray." I am sometimes afraid that in the multitude of academic occasions those of us who make speeches frequently find that it is utterly impossible to say anything that is worth saying. And yet surely scholars last of all should fall into the fallacy of the abstract. Professor James tells of the Shah of Persia, that on a visit to England he did not care to see the Derby races for he knew that one horse could run faster than another. Which horse it was made no difference to him. He was under the dominion of the fallacy of the abstract.

Now, after all, the birthday of Mary is not less significant because the celebration of the births of John and Elihu have preceded. All those who have shared in these occasions understand how much sympathy and how much interest have gone into the preparations. You have asked me, Madam President, in from three to five minutes to bring the greetings of the colleges and universities of the Middle West. That means the region of splendidly endowed private universities that are constantly challeng-

ing the student to do still finer educational work. That means the region of a multitude of small colleges that have been trying with very meagre equipment often to do work that might count for the youth, and one is not inclined to throw stones at these institutions when he remembers that there has been a college within stone's-throw of pretty nearly everybody in the Middle West. And it means too the region of several of Mount Holyoke's own daughters and ardent admirers. It goes without saying, Madam President, that this group of institutions also includes the college that gave the first regular college degrees, under the same conditions that men's degrees were given, to women, and the college that first entered upon the practice of co-education, and the group of colleges that, I suppose, has educated and is still educating a larger number of women than any other similar group of colleges in the land or in the world. It goes without saying that that group of institutions must be interested in the work of Mary Lyon and in all that she has done for women.

I bring you, therefore, the most hearty congratulations of these institutions that I have the honor to represent, and, since my time is so limited, I am going to remind you according to the method of the authors of those thirty "Thats" that some of you have seen lying around, "Things that Every Mount Holyoke Woman Ought to Know and be Proud of." I annex all these and I congratulate you on the whole thirty. A member of my own college literary society always insisted on being the last one to take part in general debate and he made his speech by taking out the plums of all the preceding speeches. All the good things that I have heard said to you, I annex on behalf of the colleges and universities of the Middle West. I congratulate you, of course, upon the completion of that half-million, for I have no doubt that in the process you met with many people who would have joined with great heartiness in that misprinted statement in the old hymn book, "Land my safe on Canaan's side." I congratulate you upon

seventy-five years of splendid history, upon the development from seminary to college, upon the specially conspicuous growth of these later years, upon these institutional daughters of Holyoke, and upon the splendid army of graduates that have gone out, and above all I congratulate you upon the fact that Mount Holyoke has always had an individuality, that she has dared to be herself, that she has had not conventions only, but convictions. I congratulate you on the fact that the College has a priceless double inheritance, it seems to me, the right to recognize clearly as indispensable in education the place of the woman, and the right to do this in the broadest possible Christian spirit.

I congratulate you especially upon the fact that this institution goes back at its foundation to a great personality. It was the ancient belief that no building was truly and sufficiently founded, into the walls of which there was not immured a human life, and I dare to say that it is practically impossible to make an institution of the higher sort without building into its foundations a personality in which those that follow can rejoice, and I think there is no element of wealth in all that Mount Holyoke has so great as its inheritance in the personality of Mary Lyon. And I congratulate the College that this note of personality has come down through the years and is still potent. For "ideas and ideals," as George Eliot reminded us, "are dim ghosts at best." But sometimes they become incarnate in a living soul with all its sympathies and its passions. Then they breathe upon us with warm breath; they touch us with soft responsive hand; they look at us with sad eyes; they speak to us in appealing tone. We build to-day the tombs of the prophets. Let us make sure that we are ready to hear the living prophet.

LETTERS OF CONGRATULATION

GREETINGS TO MOUNT HOLYOKE COLLEGE

FROM SOME "OLD SCHOLARS" WHO KNEW MARY LYON

We, the undersigned "Old Scholars," who knew Mary Lyon personally, send Greetings to Miss Woolley, President of Mount Holyoke College, and to the great company of Mount Holyoke Daughters, assembled to celebrate the 75th anniversary of the College, which Mary Lyon founded.

We rejoice in Mount Holyoke's development, and progress.

We rejoice in the great crowd of loyal alumnæ, who to-day stand by and uphold her.

We rejoice in the good work done by the many daughters of Mount Holyoke, both in our own good land, and in other lands—those who are carrying forward the principles of right living for which Mount Holyoke stands.

We rejoice that some of these daughters have written of Mary Lyon, that which will be helpful in keeping alive her memory, and perpetuating her influence.

We pray for the prosperity of Mount Holyoke, as the Jews of old prayed for the prosperity of Zion.

SIGNATURES

Class of 1843

Sarah Anna Bonney Nichols
Mrs. Washington A. Nichols, Lake Forest, Illinois

Class of 1845

Sarah D. Clarke Lane
Mrs. Jonathan A. Lane, 623 Tremont St., Boston
Sarah E. Everett, Montreat, N. C.
Mary Hooker, Longmeadow, Mass.
Harriet S. Niles, Noroton, Conn.

Susan Tolman Mills
Mrs. Cyrus T. Mills, Mills College, Calif.
President Emeritus of Mills College

Class of 1846

Mary E. Forman Woodbridge
Mrs. Edwin S. Woodbridge,
25 Murray St., Binghamton, N. Y.

Eliza Herrick Chamberlain
Mrs. Joshua Metcalf Chamberlain,
1131 Park St., Grinnell, Iowa

Class of 1847

Susan Allen Blaisdell
Mrs. J. J. Blaisdell, 647 College St., Beloit, Wisconsin

Mary Mumford Foote, 420 Fourth St., Lakewood, N. J.

Anna A. Robinson Taylor
Mrs. H. W. Taylor, 739 N. Church St., Rockford, Illinois

Class of 1848

Lydia Babbitt Dodd
Mrs. Edward Mills Dodd,
18 Bradford Pl., Montclair, N. J.

Lucy E. Edmands Latham
Mrs. Harrison W. Latham,
12 Essex St., Cliftondale, Mass.

Harriet Hawes, Blairsville, Pa.

Anna Hodges Miller
Mrs. Timothy L. Miller, 5 Frances St., Woburn, Mass.

Frances Walker Priest
Mrs. J. A. Priest, Montclair, N. J.

Sarah Ingalls Walker, Montclair, N. J.

Class of 1849

Mary Q. Brown, Newburyport, Mass.

Mary K. Atwood Kirkham
Mrs. John S. Kirkham, Newington, Conn.

Caroline J. Estabrook Hunt
Mrs. William H. Hunt, Liberty, Maine

Anne Susan Wingate Rice
Mrs. Rodney M. Rice, Shrewsbury, Mass.

Class of 1850

Mary Murdock Gold
Mrs. George Ruggles Gold,
603 Harrison St., Flint, Mich.

Delia Bliss Burt, 3314 Arch St., Philadelphia

Hannah Maria Force Whitaker
Mrs. Epher Whitaker, Southold, N. Y.

Elizabeth Dwight Ward, Azusa, Cal.

Mary Hills Clizbe
Mrs. Jay Clizbe, Alma, Mich.

Class of 1851

Frances Leavitt Noyes
Mrs. James Noyes,
420 South 10th St., St. Joseph, Missouri

Maria Mead Hilburn
Mrs. Vaughn Allen Hilburn,
2219 N. Calvert St., Baltimore, Md.

Delia Pease Woodruff
Mrs. Charles G. Woodruff, Rowley, Iowa

Martha Loomis Patrick
Mrs. Henry J. Patrick, Newtonville, Mass.

Caroline Goodrich Tyler
Mrs. John Ellery Tyler, 357 West 118th St., New York

FIRST CHURCH IN SOUTH HADLEY

South Hadley, Massachusetts,
October 6, 1912.

The First Church in South Hadley, to the President, the Board of Trustees, the Members of the Faculty and the Students of Mount Holyoke College, sendeth Greeting:

Being deeply mindful of the fact that from its foundation to the present time the life of Mount Holyoke Seminary and of Mount Holyoke College has been most intimately associated with the life of this Church, teachers and students for many years joining in its services of public worship, and being numbered among its most honored and devoted members; rejoicing with profound gratitude in the steady growth and progress during all the years, and in the large part Mount Holyoke's daughters have taken in the life of our nation and of other nations of the world: We, the members of this Church, do send you most affectionate and hearty greeting, and our congratulations on this Seventy-fifth Anniversary, and bespeak for the future the constant blessing of God in the larger work of His Kingdom.

We share with you the priceless heritage which comes rich in holy associations and sacred memories, and earnestly pray that College and Church may continue in heartiest coöperation and in most generous service for the Master of us all, "who came not to be ministered unto, but to minister, and to give His life a ransom for many."

With most sincere esteem, in behalf of the Church,

Jesse G. Nichols, *Pastor.*
Charles E. Preston, *Clerk.*
Calvin Preston, *Deacon.*
Clara N. Gaylord, *Deaconess.*

ATLANTA UNIVERSITY

My dear Miss Woolley:—This week you are celebrating the Seventy-fifth Anniversary of the founding of Mount Holyoke College. I wish that I might have accepted the invitation and that I might now be there joining with others in honoring you and the institution over which it is your rare privilege to preside and through which you are accomplishing so much for the young women of our nation.

On my own behalf and on behalf of Atlanta University I wish to express to you and to Mount Holyoke College most hearty congratulations, and to wish you always the best of success and prosperity.

Sincerely yours,

EDWARD T. WARE.

Atlanta, Georgia,
October 9, 1912.

UNIVERSITY OF BERN

Rektor und Senat der Universität Bern an das Mount Holyoke College in South Hadley, Massachusetts.

Zur Feier des 75 jährigen Bestehens des Mount Holyoke College bringen wir Ihnen die wärmsten Glückwünsche dar.

Ist es uns versagt, durcheinen Abgeordneten unsere Universität an Ihrem Feste vertreten zu lassen, so soll Ihnen dieses Schreiben unsern herzlichen Dank für Ihre Einladung bezeugen und zugleich unsere besten Wünsche für ein glückliches Gedeihend eine schöne Entwicklung Ihres College in den kommenden Dezenien übermitteln.

In Namen des Senates
der Universität Bern,
der Rektor:
PROF. D. KARL MARTI.

Bern.
im September 1912.

THE UNIVERSITY OF CHICAGO

My dear President Woolley:—It is very much to my regret that the University of Chicago cannot be represented on the 9th of October, on the occasion of the celebration of the Seventy-fifth Anniversary of the founding of Mount Holyoke College. May I, however, in behalf of the University extend most cordial congratulations? The work of the College has been very far-reaching in its influence, and I am sure that all fellow institutions appreciate the character and quality not merely of what has been done in the past but also of what is being done to-day. The University of Chicago hopes and believes that the future of the College will be all that its best friends can desire.

Very truly yours,

HARRY PRATT JUDSON.

October 5, 1912.

CORNELL UNIVERSITY

GREETING OF CORNELL UNIVERSITY TO MOUNT HOLYOKE COLLEGE. OCTOBER, NINETEEN TWELVE

Cornell University sends cordial greetings to Mount Holyoke College and congratulates her upon the Seventy-fifth Anniversary of her foundation, an event memorable in the educational history of America and of the World. Called into being by the zeal and far-seeing wisdom of Mary Lyon in 1837, Mount Holyoke College, the oldest institution for the higher education of women in this country, has not only within her own halls trained to the highest usefulness many young women of this land, but through her example and influence has done priceless service to woman's education in many institutions founded in ensuing years. May the notable achievements of Mount Holyoke College in her first three quarters of a century be continued during the centuries to come.

These wishes and greetings Cornell University sends by the hand of her Acting President, Thomas Frederick Crane, Doctor of Philosophy and of Letters.

E. L. Williams,
Secretary of the Board of Trustees.

Wm. A. Hammond,
Secretary of the University Faculty.

[Seal]

Ithaca, New York, Nineteen Twelve.

HUGUENOT COLLEGE

[Cablegram]

Huguenot daughters' love. Philippians 4:19.

Wellington, Cape,
October 5, 1912.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

[Telegram]

Regret exceedingly that urgent Institute business prevents my attending the Anniversary exercises at Holyoke. Please accept hearty congratulations of Technology and best wishes for continued success.

MACLAURIN.

MILLS COLLEGE

[Telegram]

To Miss Florence Purington, Dean, Mount Holyoke College.

Mrs. Susan Tolman Mills, Class of '45, Mount Holyoke College, and President Emeritus of Mills College, sends her heartfelt congratulations and tender love on this 75th birthday. Mrs. Mills has a profound love for Mary Lyon and reverences her memory, which to her is entwined about all that belongs to Mount Holyoke past and present alike. Mills College is proud to be numbered among Holyoke's daughters. Students and faculty alike send congratulations on this momentous occasion and are happy to have her President Carson there.

E. J. WITTENMEYER.

October 7, 1912.

UNIVERSITY OF NORWAY

[Cablegram]

From Kristiania to Mount Holyoke College.
University of Norway sends heartiest congratulations.

NORGENSTIERNE, Rector.

OHIO STATE UNIVERSITY

The Ohio State University sends greetings and congratulations to Mount Holyoke College upon the commemoration of the Seventy-fifth Anniversary of its founding.

The outstanding services of Mary Lyon have commanded the admiration and appreciation of the educated men and women of America and profoundly influenced public sentiment toward Mount Holyoke. The College, true to the best ideals and traditions of the past, proved a beneficent and constructive force in the higher education of women and to-day enjoys the confidence and esteem of American colleges and the educated public.

The Ohio State University joins with other institutions of learning in the felicitations of the occasion and appoints Alfred Dodge Cole, Professor of Physics, to represent the Trustees and Faculty and to present these greetings.

WILLIAM OXLEY THOMPSON,
President.

[Seal]

STEVENS INSTITUTE OF TECHNOLOGY

My dear President Woolley:—I greatly regret my inability to be present at the Seventy-fifth Anniversary of the founding of your College.

Permit me to present the congratulations of Stevens Institute and my personal congratulations.

I am glad that I am able to place this in your hands through the courtesy of Miss Baker, one of your graduates.

Sincerely yours,

ALEX. C. HUMPHREYS.

Hoboken, New Jersey,
October 5, 1912.

THE WESTERN COLLEGE

[Telegram]

To Miss Mary E. Woolley, President, Mount Holyoke College:

To the President, Faculty, Students and Friends of Mount Holyoke, we send greetings and congratulations.

(Signed) THE STUDENTS OF THE WESTERN.

Oxford, Ohio,
October 5, 1912.

WHITMAN COLLEGE

Collegium Whitmanense in re publica Washingtonense Collegio Mount Holyoke in re publica Massachusettense salutem dicit:

Hoc festo die vobis gratulamur de multis annis quibus populo Americano nostras filias pie instituendas ministramini, et vestro collegio semper precabimur et pacem et prosperitatem.

TRIBUTE

BY PRESIDENT WILLIAM DE WITT HYDE

Seventy-five years ago, under the shadow of Mount Holyoke, there was founded a seminary, now grown into a college, which has been the model of all the schools and colleges for women established since, and which, after much transformation, still retains its leadership in the essential aims of its distinguished founder.

Founded in the narrowly intense religious zeal of the times, it has broadened into the freest rationality without losing aught of its spiritual earnestness.

Founded on the narrow curriculum common in all the schools and colleges of that generation, it has widened into a well equipped and liberally administered modern course in all the important liberal arts.

Founded in the strictest poverty, it asks now only moderate gifts to place it on a level of efficiency with the strongest institutions.

Founded on domestic labor as both a wholesome discipline and a financial necessity, it has retained just enough of it to preserve wholesome respect for the dignity of household work, and to save altruistic sentiment from evaporating into empty sentimentality.

Founded in extreme plainness of living, it has taken on all the essential graces of refined social life, without extravagance or artificiality.

Founded in eager intellectual ambition, it has escaped the most fatal defect of the educated woman and the women's college—intellectual snobbery.

Founded in radical democracy, it has had the courage to retreat under fire from its few hesitating steps into the swamps of sorority exclusiveness, back on to the solid highlands of equal social opportunity for all.

Founded in the country where hill and field, pond and

stream are brightened by the glorious autumn foliage of the surrounding mountains, and splendid sunsets glowing through intervening river mists, it is yet near enough to a large manufacturing city to let its students feel and know and share and serve the problems of crowded populations.

Each of these several features taken by itself can doubtless be found elsewhere (in equal or greater development). But in that perfect poise which is grace, that moving equilibrium which is righteousness, that rhythmic harmony which is beauty, that spiritual proportion which is truth, that organic interaction which is life, Mount Holyoke College stands, as it did seventy-five years ago, unique among all our colleges, whether for men or for women.

In the flood of healthy, helpful happiness it is pouring into countless homes and neighborhoods; in the stream of spiritual earnestness it is sending into settlement and mission; in the breezes of mental and moral inspiration it is silently infusing into the very heart of our democracy, it has won the right to ask and receive from all true friends of home and school and church and state the support and aid it needs for a fair start on the fourth quarter of its first century of deep-rooted usefulness and wide-branching fruitfulness.

Reprinted by the courtesy of the "Boston Herald."

HARTFORD MOUNT HOLYOKE ALUMNAE ASSOCIATION

The Hartford Mount Holyoke Alumnæ Association at a meeting in the autumn of 1912 passed the following resolution:—

"Voted that we as an Association express to the College our deep appreciation of the labor involved in the preparation and the spirit of loving courtesy and good fellowship which everywhere prevailed. Especially would we congratulate the College on the wonderful Pageant presented—so wonderful, that we found it difficult to give expression to our keen enjoyment of it."

THE FESTIVAL PROCESSION

PROGRAM

THE LIBERAL ARTS AND SCIENCES, PRESENTED BY THE STUDENTS

THE SEVENTY-FIVE YEARS OF THE LIFE OF MOUNT HOLYOKE, PRESENTED BY ALUMNAE

The Pageant advances from the foot of Prospect Hill, and, crossing Stony Brook, proceeds to the Green where Fairy Sentinels keep guard at the foot of two tall elm trees.

The Groups come forward in the following Order:

MINSTRELS

MASTER OF CEREMONIES

HERALDS in classical wayfaring dress

DEPARTMENT OF BIBLICAL LITERATURE

Colors: Black, scarlet, and white
Legend: "And the Truth shall make you free."
Subject: Seekers after Truth in days of the Old and of the New Testament

COLOR BEARER AND PAGES in oriental dress

THE QUEEN OF SHEBA AND LADIES IN HER TRAIN

THE THREE MAGI AND ATTENDANTS

DEPARTMENT OF GREEK

Colors: Blue and White, the Flag of Hellas
Device: The Lyre
Subject: Greek Poetry

COLOR BEARER AND PAGES in dress of modern Greeks

HOMER

HELEN OF TROY AND PENELOPE OF ITHACA

SAPPHO

KLEIS AND ATHIS, her maidens in Mytilene

PINDAR

PSAUMIS OF KAMARINA, a charioteer, and XENOPHON OF CORINTH, an athlete

SOPHOCLES

ELECTRA OF MYCENAE AND ANTIGONE OF THEBES

THEOCRITUS

THYRSIS FROM AETNA AND GORGO OF SYRACUSE

DEPARTMENT OF LATIN

Color: Royal Purple
Device: Coat of Arms of the City of Rome
Subject: Carmen Sæculare

COLOR BEARER AND PAGES in Roman festival dress

AUGUSTUS AND AGRIPPA celebrating the Ludi Sæculares in the year 17 B.C.

CHORUS: BOYS AND GIRLS chanting the Carmen Sæculare composed by Quintus Horatius Flaccus

SPECTATORS: ROMAN CITIZENS

HERALDS of the Sciences in Rose and Yellow

DEPARTMENT OF MATHEMATICS

Colors: White and Gold
Device: Golden Key
Legend: "Mathematics, the golden key of the sciences."
Subject: Mathematics, the gift of every land and every age

Personification of MATHEMATICS, bearing the banner, accompanied by PAGES

AHMES, 15th cent. B.C. Egyptian priest, author of a handbook on arithmetic and geometry

PYTHAGORAS, 6th cent. B.C. Greek philosopher and mathematician, the first to make geometry the foundation of a liberal education

EUDOXUS, 4th cent. B.C. geometer of the Platonic school

EUCLID, 3d cent. B.C. teacher at the University of Alexandria, compiler of the "Elements"

APOLLONIUS OF PERGA, 3d cent. B.C. teacher at Alexandria, author of books on Conic Sections

THEON OF ALEXANDRIA, 4th cent. A.D. editor of Euclid

HYPATIA, daughter of Theon, herself a teacher of mathematics

BOETHIUS, 6th cent. Roman consul, writer of text-books on arithmetic and geometry

BRAHMAGUPTA, 7th cent. Hindoo algebraist

AL CHWARIZMI, 9th cent. Arabian whose work on algebra gave the name to that branch of mathematics

AL BATTANI, 10th cent. Arabian prince, astronomer, writer on trigonometry

BHASKARA, 12th cent. Hindoo astronomer and mathematician, expositor of the decimal system of notation

LEONARDO OF PISA, 13th cent. Italian merchant who introduced Arabic numerals into Europe

REGIOMONTANUS, 15th cent. author of the earliest systematic exposition of trigonometry

PACIUOLO, 15th cent. Franciscan friar, lecturer in Italian universities, and author of earliest printed book on arithmetic and algebra

CARDAN, 16th cent. Italian physician and professor of science, author of important algebraic work

TARTAGLIA, 16th cent. professor of mathematics at Venice, solver of the cubic equation

VIETA, 16th cent. French lawyer and noted algebraist, writer of earliest work on symbolic algebra

NAPIER OF MURCHISTON, 16th cent. inventor of logarithms

BRIGGS, 16th cent. Savilian professor at Oxford, calculator of the common system of logarithms known by his name

GIRARD, 17th cent. Dutch mathematician, contributor to theory of equations and trigonometry

DEPARTMENT OF PHYSICS AND ASTRONOMY

PHYSICS

Colors: Old Rose and Gold
Device: An endless chain over an inclined plane inside a Carnot cycle
Legend: "Without experience there can be no certainty."

ASTRONOMY

Colors: Deep Blue and Gold
Device: Sun, Moon, and Stars
Legend: "The heavens declare the glory of God."
Subject presented by the two departments: The story of man's progress toward a knowledge of Heaven and Earth

COLOR BEARERS AND PAGES in Italian dress

I. Primitive Times

FIRE-WORSHIPERS bowing before the mysterious and sacred flame

A CHALDEAN PRIEST who found in the sky the evidence of law

II. Historic Times. A few of the great Thinkers and Experimenters

ARISTOTLE, first great compiler of scientific knowledge, whose works became the text-books of many centuries

ARCHIMEDES, who made apparent relations between groups of facts, and applied principles to practical problems

HIPPARCHUS, founder of Observational Astronomy

PTOLEMY "How gird the Sphere
With Centric and Eccentric scribbled o'er,
Cycle and Epicycle."

ROGER BACON, "doctor mirabilis," early exponent of experiment before authority

LEONARDO DA VINCI "Had his writings been published they would have advanced the march of science by a whole century."

COPERNICUS "What if the Sun
Be center to the World?"

TYCHO BRAHE, the most accurate observer of his age

GALILEO, who by the challenge of experiment confuted an age-long error and became the founder of modern dynamics, first revealer of the secrets of the sky

NEWTON, incorporator of a great related structure of mechanics, seer of unity in natural forces, discoverer of new phenomena

FRANKLIN, representative of an increasing body of observers, finding new wonders to relate to the old

III. Some of the modern gifts to humanity, material and intellectual

PRINCIPLE OF THE CONSERVATION OF ENERGY. "Energy, ever changing in form but constant in amount."

THE AEROPLANE, the attainment of man's desire to fly

ASTRONOMICAL TIME, regulator of our daily life

THE TELEGRAPH, swift messenger of thought

THE STEAM ENGINE, the power of steam harnessed to useful ends

SPECTRUM ANALYSIS, the vision of what is in the atom as also in the distant star

THE TELESCOPE, searcher of the depths of space

THE CATHODE RAY TUBE, revealer of a world of rays, teeming with new concepts of matter

DEPARTMENT OF CHEMISTRY

Color: Scarlet
Device: The Balance
Legend: "Quasi cursores vitai, lampada tradunt."—*Lucretius*
Subject: The Chemical Element
"To enquire whether the elements be capable of being composed or decomposed is a grand object of true philosophy."—*Sir Humphry Davy*

COLOR BEARER AND PAGES

Ancient Theories of Matter typified by

THE ALCHEMIST. The transmutation of base metals into gold by means of the Philosopher's Stone was the incentive for the labors of the alchemists.

Definitions of the Chemical Element represented by

ROBERT BOYLE (1627–1691) "I mean by elements . . . certain primitive and simple . . . bodies, . . . which are the ingredients of which all . . . perfectly mixt bodies are . . . compounded and into which they are ultimately resolved."

ANTOINE LAURENT LAVOISIER (1743–1794) "If we mean by elements . . . the last term in analysis, then every substance which we have not been able to decompose is for us an element."

Discoverers of Elements represented by

JOSEPH PRIESTLEY (1733–1804) Oxygen

SIR HUMPHRY DAVY (1778–1829) Sodium, Potassium, Chlorine

The Atomic Theory enunciated by

JOHN DALTON (1766–1844) who thus set forth "the importance and advantage of ascertaining the relative weights of the ultimate particles" of the elements

Classification of the Elements. The rapid discovery in the nineteenth century of seventy to eighty elements for which definite atomic weights were determined, is represented by

A GROUP OF DANCERS. At first mingling in confused and unrelated groups, they fall suddenly into harmony in order of their atomic weights at the bidding of

DMITRI IVANOWITSCH MENDELEJEFF (1834–1907), discoverer of the Periodic Law, 1869. "I designate by the name of Periodic Law the mutual relations between the properties of the elements and their atomic weights."

Modern Alchemy typified by

RADIUM, discovered by P. Curie and Mme. Curie, 1898, and the

TRANSFORMATION OF RADIUM INTO HELIUM (Sir William Ramsay and Frederic Soddy, 1903) recalling the ancient saying of Aristotle: "We . . . assert that there is one primitive matter . . . and from it arise the so-called elements. . . . Any of the elements can arise out of any other."

DEPARTMENTS OF GEOLOGY, BOTANY, AND ZOOLOGY

Colors: Brown, Green and Yellow
Device: Wreath of oak leaves and acorns, crossed by a butterfly net and a geological hammer
Legend: "Dauer im Wechsel."
Subject: Evolution in Nature

COLOR BEARER in brown and orange with designs of flowers and animals, PAGES in green and yellow

MOTHER EARTH

"Sacred Goddess, Mother Earth,
Thou from whose immortal bosom
Gods, and men, and beasts have birth,
Leaf, and blade, and bud, and blossom."
(*P. B. Shelley, "Song of Proserpine."*)

FLORA, from Botticelli's "Primavera," attended by

TWO ALGÆ, costume white with designs of green and blue-green algæ

TWO FUNGI, costume to represent Russula

TWO FERNS, costume white, with designs of leaves and fruit of the Sensitive Fern

TWO PINES, costume pale tan adorned with pine cones and needles

TWO ORCHIDS, costume green, purple, and lavender to represent Cattleya

MENDEL (1822-1889), an Austrian monk who has made one of the most important contributions to the scientific study of heredity

A GROUP OF FRUIT FLIES (Drosophila) illustrating "Mendel's law" concerning the appearance of characteristics, dominant and recessive, in successive generations. The characteristics represented are red and white eyes. These appear in the ratio of 3:1 in the second generation.

HERALDS in English costume of the fourteenth century

DEPARTMENT OF ENGLISH

Colors: Red and White
Device: A Quill
Subject: Prose and Verse. "To write well—it is at once to think deeply, to feel vividly, and to express clearly."

Symbolic Figures of Rhetoric and Poetics with their attendants advance in two groups:

COLOR BEARER AND PAGES

RHETORIC	POETICS
SCHOLAR	
HISTORY	EPIC POETRY
LOGIC	TRAGEDY
GRAMMAR	COMEDY
THE ESSAY	PASTORAL POETRY
ROMANCE	LYRIC POETRY

GROUP REPRESENTING RHYTHMICAL PROSE
GROUP REPRESENTING METRE

DEPARTMENT OF ENGLISH LITERATURE

Colors: Green and Gold
Device: An Open Book
Legend: "This is the wey to al good aventure;
Be glad, thow reder, and thy sorwe of caste.
Al open am I, pas in and sped the faste!"
Subject: Characters in English Literature

COLOR BEARER AND PAGES in fourteenth century costume

DEOR, the Anglo-Saxon Scop
"Thus wandering, they who shape songs for men
Pass over many lands."

King Arthur "and his curtayse company
That was the flour of Chevalry."

ARTHUR — GUINEVERE
ISEULT — TRISTAN
GALAHAD — GRAIL MAIDEN

Robin Hood and his Merry Men

ROBIN HOOD

LITTLE JOHN — SCARLET

The Canterbury Pilgrims
"from every shires ende
Of Engelond to Caunterbury they wende."

THE MILLER

CHAUCER — THE WIFE OF BATH
THE FRANKLIN — THE YEOMAN

Characters from Spenser's FAERIE QUEENE
"Of turneys and of trophies hung;
Of forests and enchantments drear,
Where more is meant than meets the ear."

THE RED CROSS KNIGHT — UNA

THE DWARF

DUESSA — ARCHIMAGO

Characters from Shakespeare's Plays
"to hold, as 't were, the mirror up to nature."

BOTTOM — FALSTAFF
PORTIA — LADY MACBETH

SHYLOCK

OPHELIA — HAMLET

KING LEAR

Characters from Milton's COMUS
"Some say, no evil thing that walks by night . . .
Hath hurtful power o'er true virginity."

COMUS'S CREW

COMUS — THE LADY

THE ATTENDANT SPIRIT

HERALDS in Venetian costume of the fifteenth century

DEPARTMENT OF ART AND ARCHÆOLOGY

Colors: Cherry Red and Apple Green
Legend in Hieroglyphs: "Thy name reaches as far as the circuit of Heaven."
Subject: Portrait Figures from the works of Old and Modern Masters

COLOR BEARER AND PAGES in Italian costume of the fifteenth century

Portraiture in Ancient Art represented by
QUEEN HATSHEPSUT OF EGYPT AND A LADY OF HER COURT
Eighteenth Dynasty, about 1500 B.C.

Portraiture in Byzantine Art represented by
EMPRESS THEODORA AND A LADY OF HER COURT, from the mosaic in San Vitale, Ravenna, sixth century A.D.

Early Flemish Painting, fifteenth century
JAN ARNOLFINI AND HIS WIFE, from the painting by Jan van Eyck in the National Gallery, London

LADY DONNE AND HER DAUGHTER, from the "Chatsworth Madonna," by Hans Memling in the Collection of the Duke of Devonshire

German Painting, early sixteenth century
CHRISTINA OF DENMARK, DUCHESS OF MILAN, from the painting by Hans Holbein in the National Gallery, London

Italian Painting, early Renaissance, fifteenth century
A NOBLE ITALIAN LADY, from the painting attributed to Piero della Francesca in the Poldi-Pezzoli Gallery, Milan

BEATRICE D'ESTE, DUCHESS OF MILAN, from the painting formerly attributed to Leonardo da Vinci in the Brera Gallery, Milan

Italian Painting of the high Renaissance, early sixteenth century

RAPHAEL, from the portrait of himself in the Uffizi Gallery, Florence. He accompanies the lady known as

DONNA VELATA (the Lady of the Veil), from the painting by Raphael in the Pitti Gallery, Florence

Late Flemish Painting, seventeenth century

HELENA FOURMENT, second wife of Rubens, from the painting in the Hermitage Gallery, St. Petersburg

PRINCE WILLIAM OF ORANGE AND PRINCESS MARY OF ENGLAND, betrothed as children, from the painting by Van Dyck in the Ryks Museum, Amsterdam

Spanish Painting, seventeenth century

DON BALTAZAR CARLOS in hunting dress, from the painting by Velasquez in the Prado Gallery, Madrid

PRINCESS MARGARITA OF SPAIN, from the painting called "The Infanta in Red," by Velasquez in the Prado Gallery, Madrid

French Painting, eighteenth century

PRINCESS LOUISE, from the painting by Nattier at Versailles

English Painting, eighteenth century

LADY ANN BINGHAM VISCOUNT ALTHORP

From portraits by Sir Joshua Reynolds in the Collection of Earl Spencer, Althorp, England. (Master Foster Kinney kindly takes the part of the little viscount.)

MASTER BUTTALL, the "Blue Boy," from the painting by Gainsborough in the Collection of the Duke of Westminster, London

Spanish Painting, twentieth century

THE DAUGHTERS OF SOROLLA in Valencian Costume, from the painting by Sorolla y Bastida

DEPARTMENT OF EDUCATION

Colors: Scarlet and Green
Device: The Pelican
Legend: HVMANITATIS PATER MATHEMATICVS ET OMNIS.

The device is from Pisanello's famous medal of Vittorino da Feltre. The pelican feeding its little ones suggests the self-sacrifices of a conscientious instructor; the legend designates him as the father of all human studies.

Subject: School at the court of Gonzago in Mantua, taught by Vittorino da Feltre from 1423–1446,—"a landmark of critical importance in the history of classical education. It was the great typical school of the Humanities!"

COLOR BEARER AND PAGES in the dress of princely Italians of the early Renaissance

VITTORINO DA FELTRE

A Group of Vittorino's Pupils, sons and daughters of the noblest Italian families

LUDOVICO and CARLO, sons of Gonzago

CECILIA, daughter of Gonzago with ALESSANDRO, his youngest son

FEDERIGO OF URBINO

OGNIBENE, a poor boy taught by Vittorino

DEPARTMENT OF HISTORY

Colors: Gold and Old Blue
Device: Old Father Time
Legend: "Lord, we have heard with our ears, and our fathers have declared unto us, the noble works that Thou didst in their days, and in the old time before them."
Subject: History and its Makers

COLOR BEARER AND PAGES in costume of the fifteenth century

Two Historians
HERODOTUS, the Story Teller
STUBBS, the Scientific Historian

Rome and the Barbarians
CLEOPATRA AND JUSTINIAN
ALARIC THE VISIGOTH and BRUNHILDE THE FRANKISH QUEEN

Church and State
ST. BENEDICT OF NURSIA and POPE INNOCENT III
THOMAS BECKET and CARDINAL WOLSEY
CHARLES THE GREAT and FREDERIC BARBAROSSA
EDWARD I OF ENGLAND and HENRY OF NAVARRE

England and her Colonies
QUEEN ELIZABETH and CHARLES I
SIR WALTER RALEIGH
JOHN WINTHROP and WILLIAM PENN

Old and New France
LOUIS XIV and MARIE ANTOINETTE
NAPOLEON

HERALDS in German costume of the sixteenth century

DEPARTMENT OF GERMAN

Colors: Blue and Gold
Legend: "Ernst ist das Leben, heiter ist die Kunst."—*Schiller.*
Subject: Scene from Schiller's "Wilhelm Tell"

COLOR BEARER, WALTER VON DER VOGELWEIDE (representing German poetry) with PAGES

GUARDS with the Hat of Austria
HERMANN GESSLER, Reichsvogt
ULRICH VON RUDENZ
RUDOLF DER HARRAS } In Gessler's train
BERTHA VON BRUNECK
WILHELM TELL
WALTER TELL
WERNER STAUFFACHER
WALTER FUERST } Leaders of the Forest Cantons
ARNOLD VON MELCHTHAL
ROESSELMANN, DER PFARRER
PEASANTS, SOLDIERS, CHILDREN

DEPARTMENT OF MUSIC

Colors: Old Rose and Green
Device: The Lyre
Legend: Musica
Subject: Old English Songs

COLOR BEARER AND PAGES in English mediæval costume

CHORUS OF ENGLISH PEASANT MAIDENS ACCOMPANIED BY MINSTRELS

Old Round

Summer is a-cumen in,
Loud now sing cuckoo,
Groweth seed and bloweth mead
And spring the woods anew.
Sing Cuckoo,
Well sing'st thou, Cuckoo,
Nor cease thou never now.

Old Glee

Early one morning just as the sun was rising
I heard a maid sing in the valley below,
"Oh! don't deceive me, oh! never leave me,
"How could you use a poor maiden so."

Old Round

Afar o'er meadow, brake and brook, we follow hawk and hound,
And make the merry view—halloo! and bugle's piercing sound;
Halloo!
O'er hedges we leap, through the wild forest sweep,
Halloo! halloo! halloo!

HERALDS in costume of the seventeenth century

DEPARTMENT OF PHILOSOPHY AND PSYCHOLOGY

Colors: Olive Green, Tan, and Brown
Device: An Owl, sacred to Athena, Goddess of Wisdom
Legend: "Humani nihil alienum."—*Terence*
Subject: The three Periods of Philosophy—Ancient, Mediæval, and Modern

COLOR BEARER AND PAGES

ATHENA, the Greek Goddess of Wisdom and War. "She personified the clear upper air as well as mental clearness and acuteness embodying the spirit of truth and divine wisdom, and was clothed with the aegis, symbolizing the dark storm-cloud, and armed with the resistless spear —the shaft of lightning."

SOCRATES AND A BAND OF ATHENIAN YOUTH, representing Ancient Philosophy

ST. THOMAS AQUINAS, "the Angelic Doctor," and TWO OTHER SCHOLASTIC PHILOSOPHERS in the dress of the Dominican Order. St. Thomas wears the star upon his breast, symbolic of the divine illumination of his mind.

DESCARTES, "the Father of Modern Philosophy"

SPINOZA, the celebrated Jewish philosopher

KANT, the greatest of German philosophers

DEPARTMENT OF ECONOMICS

Color: Old Gold
Device: A Laborer
Subject: The Evolution of Industrial Society shown in the five Economic Stages

COLOR BEARER AND PAGES

I. The Stage of Hunting and Fishing

"The bird is brought to earth by the stone of the cunning man, but the belly of the weak is long empty."

HUNTERS

II. The Pastoral Stage

"Even into the watches of the night, must the flocks be guarded from the hunger of the wolves."

SHEPHERDS AND THEIR FLOCK

III. The Agricultural Stage

"They shall labor long in the fields, that the harvest yield them full plenty."

HARVESTERS

IV. The Handicraft Stage

"All of these shapes and sizes hath the Artisan fashioned with his tool."

HANDWORKERS

V. The Stage of Machine Production

"And, at last, shall not man gain freedom from the machine that hath enslaved him?"

MACHINE-WORKERS

DEPARTMENT OF ROMANCE LANGUAGES

Colors: White and Gold
Device: The Banner of Jeanne d'Arc
Legend: "Sois bonne, et Dieu t'aidera."—(St. Michael's words to Jeanne)

Subject: Characters from the Literature of Romance Lands

COLOR BEARER, JEANNE D'ARC, ACCOMPANIED BY PAGES

DANTE AND BEATRICE, representing Italian Literature

DON QUIXOTE AND SANCHO PANZA, representing Spanish Literature

MOLIÈRE, who conducts rehearsals of scenes from three of his plays in the presence of LOUIS XIV

I. "Les Précieuses Ridicules"
MASCARILLE AND JODELET
CATHOS AND MADELON

The two couples show the exaggerated, ridiculous affectation of elegance in costume and manner

II. "L'Avare"
HARPAGON, the miser
CLÉANTE, his son
ELISE, his daughter
FROSINE, the go-between
MARIANNE, the young girl courted by both the miser and his son
MAÎTRE JACQUES, the cook

III. "Le Bourgeois Gentilhomme"
M. JOURDAIN, the would-be gentleman of quality

CLÉONTE, disguised as a Turk, aspirant to the hand of M. Jourdain's daughter

DANCING MASTER, who teaches M. Jourdain to make a court bow

NICOLE, M. Jourdain's plain, sensible servant
COUNT DORANTE } Representatives of
MARQUISE DORIMÈNE } the nobility

HERALDS in Mount Holyoke Blue and White

ALUMNAE

Device: The Seal of Mount Holyoke College

COLOR BEARER AND PAGES

THE SEVENTY-FIVE YEARS OF THE LIFE OF MOUNT HOLYOKE, 1837–1912

Each year is represented by two of the recent alumnæ. They advance in order to the front of the stage. With the students of the present time grouped behind and around them, representing the departments of the college, they symbolize the past and present of Mount Holyoke, and the continuity which gives promise for the future.

Song: "Long ago she rose and stood."

The Procession now advances through the Grove and makes the circuit of the South Campus

Guests leaving the amphitheater seats may obtain good points of vantage by passing between Safford and Porter or between Porter and the Power House.

In case of rain on Tuesday and fair weather on Wednesday the Pageant will take place at four o'clock on Wednesday afternoon.

THE FESTIVAL PROCESSION
DESCRIPTION AND INTERPRETATION

LOUISE WHITEFIELD BRAY

The Festival Procession, popularly known as the Pageant, formed one of the most memorable features of the celebration of the Seventy-fifth Anniversary. In the golden haze of an October afternoon, the dream-like procession of gaily-clad figures made a "thing of beauty" that remains a lasting joy to those who saw it.

The main section of the Pageant was composed of about six hundred students, who represented the Liberal Arts and Sciences by means of tableau, pantomime, song or symbol. Following this academic throng, came one hundred and fifty young alumnæ, depicting the seventy-five years of the history of Mount Holyoke.

On the slope which faces Prospect Hill seats had been prepared for the spectators. Red and gold flamed in the avenues of trees on either side. The hill was a miracle of October coloring. Below the slope, showered with the afternoon sunshine, stretched an open green, where four golden balls marked off a grassy stage. Two fairies in pale green garb watched and waited at the foot of two tall elms.

As the audience gathered, fascinating hints of color flashed through the foliage at the foot of the hill. Promptly at half-past two these hints took shape in the gorgeous pageant procession that wound its way out of the woods over the little stream and around the curving road to the stage. There for two hours it passed like a beautiful dream. How could this throng be other than a dream? Popes, kings and queens, grave scholars and peasant lassies, primitive men and happy little chemical elements, walking ferns and mimic mushrooms, ladies and knights of legend and romance—surely these folk in their gay garb were dream figures who paused a moment and then passed on even as

a dream eludes us when we would hold its beauty. Yet in the dream was an order and a significance that gave it almost the character of a vision—a vision of the essential beauty that lies within the truths of knowledge.

The procession advanced in seven divisions, each announced by eight heralds. Before the separate departments in the division a color bearer and pages bore the banner for the section. As each group left the stage it circled round the greensward to the extreme rear, where the gay costumes gradually formed a brilliant background for the oncoming groups.

Medieval minstrels, playing blithely, led the pageant company from the woodland. Behind them walked the Master of Ceremonies, Miss Susan A. Bacon, who, taking a position at the left of the stage, directed the advance of the performers. She made a stately figure in her flowing red and black robes of the 15th century and a majestic black turban that the initiated recognized as a chaperone.

At her command, heralds in chĭton and chlamys of ancient Greek wayfarers led forth the first division of the procession, the ancient languages and literatures. Even true Greeks, with their instinct for perfection, could not have chosen a happier combination of colors than the fawn and green in the classic draperies of these heralds who carried in their hands the caduceus, the wand of Hermes, the messenger. The scarlet that denotes theology appeared in the oriental dress of the color bearer and pages of the Department of Biblical Literature and in their banner whose device was the Hebrew word for truth. In tableaux were symbolized the seekers after truth in the days of the Old and the New Testament, the Queen of Sheba and her ladies representing the earlier times and the Three Magi with their attendants, the later. The Three Wise Men, young, old, and middle-aged, according to the tradition, sought earnestly in the sky for the sign of the star. From Palestine the scene shifted to Greece, as a color bearer and pages in the dress of modern Greeks bore

in the flag of Hellas. Back to the "glory that was Greece" went the minds of the audience when Homer appeared, accompanied by Helen, the beautiful, and Penelope, the constant. The masters of the types of Greek poetry followed, Sappho, Pindar, Sophocles and Theocritus, each attended by two characters. These were truly dream-figures, else how should vase paintings, bronze statues and Tanagra figures become vivified? As these classic men and women stood with simple dignity upon the green, the later poets cast their laurel wreaths at the feet of Homer in recognition of his greater genius. Royal purple was the distinctive color of the succeeding division of Latin whose banner was inscribed with the arms of the city of Rome, the eagle and the ancient and powerful letters, SPQR, "Senatus Populusque Romanus." Typically and peculiarly Roman was the group of Roman boys and girls in crimson-banded tunics and laurel wreaths, who chanted the *Carmen Sæculare* of Horace in the presence of Augustus, Agrippa, and a group of spectators, as a part of the celebration of the Ludi Sæculares in 17 B.C. Though the original shape of the toga be an unsolved mystery, these 20th century imitations had the effect if not the pattern of their marble models.

Facts and formulas do not readily lend themselves to pageant presentation, yet the science division was among the loveliest and most highly imaginative in the procession. Mathematics, the "key of all the sciences," was shown to be world-wide and age-long by a succession of mathematicians of all times and all lands. The grouping of these figures in earnest converse upon their special subjects was suggested by Raphael's *School of Athens*. Ancient Arabian, Egyptian and Hindu costumes contrasted vividly with the dark garb of monk and medieval scholar. The Departments of Physics and Astronomy traced the development of our knowledge of earth and heaven from earliest times. In the first group Persian fire-worshipers in strange white robes, bent before the mystic flame; then a

Chaldean priest, one of the first astronomers, studied the sky in an endeavor to penetrate its mysteries and discover its laws. Some of the great experimenters and thinkers from Archimedes to Franklin, each with an appropriate symbol, such as Franklin's kite and Newton's apple, represented the progress of knowledge of physics and astronomy during historic times. The third group of the section was entirely symbolic. Some of the modern gifts to humanity, the principle of conservation of energy, the aeroplane, astronomical time, the telegraph, the steam engine, spectrum analysis, the telescope and the cathode ray tube appeared personified, and with the rest of the section formed a final tableau, while a tiny model of an aeroplane was allowed to fly free and flutter to the ground.

The Chemistry division suggested a charming method of teaching chemical formulas. The central idea of the section was the development of the knowledge of the chemical element. Ancient theories of matter were typified by an aged alchemist, such as may be found in the paintings of Teniers. Later theories and discoveries as to the element were represented by the men who had enunciated them, Boyle, Lavoisier, Priestley, Davy and Dalton. Then appeared an entrancing illustration of the Periodic Law. A throng of dancers, representing elements, made their way within the group of grave thinkers. There these lovely little figures, in graded tints of gray, pink, brown, green, yellow, blue, tan and lavender, danced in wild confusion to the music of a Russian folk dance. Suddenly a commanding figure stood forth, Mendelejeff, the Russian scientist, the discoverer of the Periodic Law. At his bidding the dancing elements fell into harmonious groups in order of their atomic weights. Here might one find ample reason for believing in that old poetical conception that "truth is beauty." Once more the eyes of the audience were entranced by a dancing figure, Radium, in a robe shimmering with silver threads. Like a slender ray of light she danced over the green. With a quick

gesture, she cast aside her glittering robe and stood revealed a gray-clad figure, Radium transformed into Helium. This transformation the program called "modern alchemy," for it suggested the early alchemists' belief in the transmutation of base metals into gold and the still earlier theory of Aristotle, "there is one primitive matter . . . and from it arise the so-called elements. . . . Any of the elements can arise out of any other."

The Department of Chemistry represented the evolution of a theory, the Departments of Geology, Botany and Zoölogy united to portray evolution in the natural world. Their colors were those favorite shades of Nature, brown, green and yellow; the device on their banner was symbolic of the three departments, a wreath of oak leaves and acorns, crossed by a butterfly net and a geological hammer. Old Mother Earth was the appropriate leader of the section. Next Flora, as Botticelli painted her in his *Primavera*, came attended by a group showing how evolution has worked in the plant kingdom. These plant-forms exhibited an amazing degree of evolution, for all, from the simple Algæ to the complex Orchids, were peripatetic! One of the important principles of evolution in the organic world was illustrated by Mendel, its discoverer, and a group of fruit flies, Drosophila, who exhibited by the ratio of their red to their white eyes, the working of his law concerning the inheritance of characteristics in successive generations.

Heralds in long red tabards of the 14th century blew golden trumpets to announce the coming of the English and English Literature Departments. The colors in the scheme of the symbolic picture presented by the Department of English centered about the figure of Rhetoric in cardinal red, and Poetics in white with a touch of red in her hair and in a sheaf of poppies. At the feet of Rhetoric knelt a black-garbed scholar, such a one as Melozzo da Forlì has painted in *Rhetoric and the Scholar*. Near Rhetoric were grouped symbolic figures of the prose forms,

History, Logic, Grammar, the Essay and Romance; near Poetics, the metrical forms. These prose forms ended in a group, representing Rhythmical Prose, in a broken circle, while the metrical forms closed with a group in an unbroken circle representing Metre. Few pictures in the Pageant were lovelier than this with its skilful harmony of colors and symbolic grouping. On the green and gold banner of the Department of English Literature one read in the pages of an open book the Chaucerian invitation:—

> "This is the wey to al good aventure;
> Be glad, thow reder, and thy sorwe of caste.
> Al open am I, pas in and sped the faste!"

As if in fulfilment of the invitation a noble company advanced. Deor, the wandering song-shaper, struck once again the harp long stilled. Knights and ladies like our childhood visions formed King Arthur's "curtayse company." Robin Hood and his Merry Men paused a moment in their hunting, hawk on wrist. Chaucer and a quaint group of Canterbury Pilgrims walked straight from the pages of the Ellesmere manuscript. Still the procession of familiar figures continued, Una and her Red Cross Knight with a group from the *Faerie Queene*, characters from Shakespeare's plays; lastly, Milton's Lady, beset by Comus and his horrid Crew.

The heralds preceding the division of Art, Education and History were arrayed in Italian costumes of many-hued brocade, copied from Vivarini's *Adoration of the Magi*. The Department of Art and Archæology chose portraiture for its subject as best adapted to representation against an outdoor background. Here were portraits from 1500 B.C. to the twentieth century A.D., from Egypt to Spain, all presented with an amazing fidelity to the original in features, costume and pose. A better *Footnote to the Art of Portrait Painting* could not have been devised. Here and there among the spectators one heard a whis-

pered comment as a familiar figure appeared. Queen Hatshepsut of Egypt led the line. The company that followed were too numerous to mention, but among the most realistic and picturesque figures were Jan Arnolfini and his wife, from the painting by Jan van Eyck; Christina of Denmark, by Holbein; Prince William of Orange and Princess Mary of England, by Van Dyck; the Infanta in Red, by Velasquez; and the Blue Boy of Gainsborough.

Pisanello's medal of Vittorino da Feltre furnished the device for the Department of Education, which represented the 15th century school of that famous educator. Princely scholars and humble came together upon the green playing a game of ball and were taught in pantomime by Vittorino.

The History section again brought forward single figures in some of its "makers," preceded by Herodotus, representing history as partly fiction, and Stubbs, representing it as wholly science. Four great historical subjects were depicted, Rome and the Barbarians, Church and State, England and her Colonies, Old and New France. True pageant artistry was displayed in the gorgeous costuming of this section, in the splendid purples, reds and blues, relieved by the quiet garb of the Puritan, John Winthrop, and William Penn, the Quaker. In pride and power, in pomp and rich array, the stately procession of royalty and ecclesiastics passed on its way. Kings and queens among the greatest,—Cleopatra, the magnificent, Elizabeth, the proud, Marie Antoinette, lovely and unfortunate, Charles the Great and Henry of Navarre,—these and many others, moved with regal dignity across the green. Last of all walked a small Napoleon, short, stout and very melancholy.

The heralds of the succeeding division of German and Music were among the gayest in their 16th century German costumes, with the imperial eagle on their dress and with white feathers about their broad-brimmed hats. The Department of German represented that well-known scene from Schiller's *Wilhelm Tell* where Tell takes aim at

the apple on his son's head. It was an animated picture, with no small amount of dramatic spirit, in the disdain of the tyrannical Gessler and a company of finely-clad nobles on horseback and in the dismay and sympathy of the groups of peasants.

With the appearance of the Department of Music, the procession showed one of those swift changes in spirit which had repeatedly marked its progress and which made for variety. Led by some music-making minstrels, a crowd of peasant maidens in bright gowns with snowy kerchiefs and caps, ran in as blithely as if on a May holiday. They seemed the essence of joy as they sang three old rounds and glees and danced quickly away again.

The heralds for the three departments of the next division wore costumes of the Van Dyck period. They were followed by the color bearer and pages of the Department of Philosophy and Psychology, who carried a banner on which was pictured an owl, sacred emblem of Athena. Following the Greek goddess of wisdom and war, came three representative groups of philosophers, ancient, medieval and modern. Socrates and a band of Athenian youth stood absorbed in question and reply. St. Thomas Aquinas expounded in pantomime an old manuscript to two Dominican friars, and Descartes, Spinoza and Kant pondered upon the riddle of the universe, solving it, perhaps, each to his own satisfaction, if not to that of the others.

The old gold banner of the Department of Economics bore the figure of a laborer and the legend, "Taste the joy that springs from labor." In this department the evolution of industrial society through the five economic stages was shown. Primitive men of the first stage of hunting and fishing brought home their fish and freshly-slain game, slung over a pole. More peaceful people followed, shepherds with their sheep, which cropped their way across the green after a piping shepherd boy. Next, girls with fruit and flowers returned home over the fields from the harvest and laughed and sang as they went. They represented

the agricultural stage, while shoemakers, metal-workers and spinners with their distaffs made a pleasant picture of the days of guilds. The ideal stage of machine production was supposed to take place, not in the present day, when human beings are slaves to the machine, but in the far future when they shall be masters of machinery. That stage was symbolized by a figure in white bearing a simple model of a machine, attached by gold cords to figures typifying steam, water and electricity, and by a chariot of happy and prosperous workers on a holiday.

Jeanne d'Arc on horseback was the fitting color-bearer and leader of the Department of Romance Languages, which included characters from the literatures of the three Romance lands. For Italian literature Dante led in his lovely Beatrice. Then came two of the most delightful figures in the Pageant, Don Quixote on his gaunt white horse Rosinante, tilting across the stage at imaginary wind-mills and Sancho Panza scurrying after him on a ridiculous little donkey. To represent French literature, Molière conducted rehearsals of scenes from three of his plays in the presence of Louis XIV. Comic bits from *Les Précieuses Ridicules*, *L'Avare* and *Le Bourgeois Gentilhomme* were done in pantomime. Especially charming was the scene from the last-named play, where the dancing master teaches M. Jourdain to make a court bow.

The student divisions of the pageant closed with the Department of Romance Languages. The final section was composed of recent alumnæ, two to represent each year of the seventy-five of the life of Mount Holyoke. "They symbolized the past and present of Mount Holyoke, and the continuity which gives promise for the future." Behind heralds in Mount Holyoke blue and white, they advanced, a quaint procession, for, to represent their years, they wore the costumes of the period. It was an unparalleled opportunity to watch the evolution of the hoop skirt and to see ruffles spread from one or two at the bottom of a skirt, quite over the dress. Sleeves showed a most law-

abiding tendency to keep on growing larger and larger until the limit was reached, whereupon they grew duly smaller and smaller until quite moderate. Parasols, too, were very reasonable. The larger the hoop skirt, the smaller the parasol, for, since no umbrella could hope to cover a hoop skirt, the logical thing was to use instead a becoming little frame for the face. Half the pleasure in the procession lay in hearing the exclamations of the women among the spectators, as they recognized styles and silks such as they themselves had worn. Even the men in the audience, less interested in costume, were obliged to confess that girlhood is charming in any dress. After passing two by two over the stage in the order of the years represented, the alumnæ massed in the center, while the student divisions surged in round them in a veritable sea of color. Then this whole body of women, this symbol of Mount Holyoke's past, present and future life, sang together the college song.

Forming again in line, the Festival Procession left the amphitheatre, advanced through the grove, and encircled the south campus. One caught one's breath at the beauty of these gorgeous figures edging the green velvet campus. Once more the Master of Ceremonies gave a signal. Over the grass flew the heralds like flashes of color, and formed two lines in the center of the field. A moment later, color-bearers and pages followed with the banners, and marched from the campus between the files of heralds, who closed in after them. So ended the Pageant in splendor with the "trooping of the colors."

The success of the Festival Procession was due to a certain unity of spirit and purpose in all who had a share in its making. President Woolley, wishing the celebration of the Seventy-fifth Anniversary to be memorable to the students, as early as January, 1911, asked Professor Louise Rogers Jewett of the Department of Art to devise some program suitable for the occasion and one in which as many students as possible should take part. The idea of a

festival procession of the liberal arts and sciences and of the past life of Mount Holyoke was Miss Jewett's, who presented the ideal of an impressive and significant pageant, fitting in subject, picturesque in effect, rich and harmonious in color, sufficiently solemn for the occasion and presenting variety, beauty and constant interest, a spectacle which should be symbolic of the intellectual life and growth of the College and its devotion to truth and beauty.

The details were worked out by the different departments under the direction of the Pageant committee of which Miss Jewett was chairman. In June every girl who was to take part, and that meant nearly every one who was to return to college, knew exactly the costume she was to prepare during the summer. The majority of the costumes were made by the students themselves with surprising ingenuity, when often their only pattern was a picture or simply a brief description. Every effort was made to have the details of the entire procession as accurate as possible. Edward the First's robes were copied from his own seal. Charles the First's crown was modelled on the famous one in Vienna, supposedly his. Portraits of the modern philosophers furnished details for their costumes. In September rehearsals were held of the separate divisions. When the time came for a dress rehearsal, the sections simply followed the color bearers and pages, who had been carefully trained as to their place and duties in the procession. Once on the green, each girl knew her part and performed it. Behind the careless grace and dreamy beauty of the Pageant on the afternoon of the performance lay careful planning and studied execution. Yet few, if any, of those who saw that compelling loveliness and treasure its memory among their choicest pleasures, will say the work that went to make that "joy forever" was not worth while.

The Audience Awaiting the Festival Procession

Head of the Procession. Minstrels, Master of Ceremonies and Classical Heralds

The Queen of Sheba and Ladies in her Train

204C

Department of Greek

Department of Latin

Heralds of the Sciences

Department of Mathematics

Departments of Physics and Astronomy

Department of Chemistry: Dance of the Elements

Departments of Geology, Botany and Zoölogy

Department of English

Characters from Milton's *Comus*

Portrait Figures from the Department of Art and Archæology

204M

A Group of Characters from the Department of History

Department of German: Scene from *Wilhelm Tell*

Department of Philosophy and Psychology

Department of Economics, Pastoral Stage

Department of Economics, Stage of Machine Production

Scene from *Les Précieuses Ridicules*

The Alumnae Section

APPENDIX

COMMITTEES

Trustee Committees

General

John C. Schwab, Chairman; Hon. Edward W. Chapin, Charles B. Hubbell, Joseph A. Skinner, A. Lyman Williston, President Mary E. Woolley

Committee on the Endowment

Alfred R. Kimball, Chairman; Charles B. Hubbell, Charles A. Hull, Joseph A. Skinner, President Mary E. Woolley

Committee on Selection of Speakers

President Mary E. Woolley, John C. Schwab

Committee on Honorary Degrees

President Mary E. Woolley, Chairman; Charles B. Hubbell, Henry A. Stimson, John L. R. Trask

Committee on Publication of the Anniversary Proceedings

President Mary E. Woolley, Chairman; Sarah P. Eastman, Charles A. Hull, Henry A. Stimson, A. Lyman Williston

Alumnae Committee

Mrs. Martha Houston Dyer, Chairman; Mrs. Clara Clark Arnold, Mrs. Marion Gaylord Atwell, Mrs. Amelia Ray Clark, Mrs. Madora Vaille Wallace

Faculty Committees

Executive Committee

President Woolley, Dean Purington, Abby H. Turner, Chairman, Caroline B. Greene, Ada L. F. Snell

Committee on the Pageant

Louise R. Jewett, Chairman; Emma P. Carr, Ellen D. Ellis, Florence W. Foss, Laura A. Hibbard

Committee on the Alumnæ Section of the Pageant

Margaret Ball, Chairman; Emily L. Hoffmeier, Jessie G. Spaulding

Music Committee

William C. Hammond, Chairman; Julia B. Dickinson, Albert M. Tucker, Marion Wheeler

Chronicler

Bertha E. Blakely

Committee on Accommodations

Ada L. F. Snell, Chairman; Florence L. Adams, Grace I. Calhoun, Nettie B. Fairbanks, Helen Griffith, Carolyn T. Sewall, Joseph A. Skinner (Trustee), Ethel H. Thayer

Committee on Invitations, Printing, et cetera

Caroline B. Greene, Chairman; Mary W. Crowell, Ella S. Dickinson, Caroline M. Galt

Sub-Committee on Distribution of Tickets

Sarah E. Smith, Chairman; Eleanor C. Doak, Mary E. Dunbar, Grace B. Lord, Emilie N. Martin, Eula A. Weeks

Committee on Outdoor Auditorium

Elizabeth R. Laird, Chairman; Charles L. Brightman, Mabel A. Chase, Isadelle C. Couch, Arthur T. Hill, Asa S. Kinney, John C. Schwab (Trustee)

Reception Committee

Mary G. Williams, Chairman; Faculty residents of guest halls, Residents of Peterson Lodge, Bertha E. Blakely, Cornelia M. Clapp, Bertha H. Gault, Carrie A. Harper, Mr. and Mrs. Hayes, Frances E. Haynes, Sarah Hollands, Mrs. Kohl, Robert Line, Nellie Neilson, Louise F. Randolph, Selden Ruger, Juliane M. Sarauw, Ellen B. Talbot, Albert M. Tucker, Mr. and Mrs. Warbeke, Anne S. Young, Mary V. Young

Committee on Reception Rooms and Dressing Rooms

Mary E. Taylor, Chairman; Anna J. Pell, Margaret L. Stecker, Mignon Talbot

Committee on Decorations

Amy Hewes, Chairman; Asa S. Kinney, Margaret S. Morriss, Emma Rivillé-Rensch, Edith A. Roberts, Alma G. Stokey

Publicity Committee

Clara F. Stevens, Chairman; Louise W. Bray, Cornelia M. Clapp, Helen C. Flint, Miriam H. Thrall

Committee on the Information Bureau

Emilie N. Martin, Chairman; Cora E. Barnard, Mildred E. Blodgett, Anita P. Forbes, Lilla F. Morse, Ethel M. Silver, Lucy W. Smith, Anna M. Starr, A. Jessie Teall

Committee on Ushering and Care of Auditorium

Eleanor C. Doak, Chairman; Mabel A. Chase, M. Gertrude Cushing, Mary J. Hogue, Eleanor C. Hunsdon, Lillian L. Kuester

Committee on Formal Luncheon

Ellen C. Hinsdale, Chairman; Grace M. Bacon, Caroline F. Lester, Alice P. Stevens

Committee on Academic Costume

Anne S. Young, Chairman; Louise F. Jenkins

Program Committee

Dorothy Foster, Chairman; Caroline F. Lester, Helen M. Searles

Committee on Emergencies

Mary E. Holmes, Chairman; Charles L. Brightman, Mary V. Dover, Dr. Elizabeth C. Underhill

Committee for Making Notices

Sarah Hollands, Chairman; Edith R. Barstow

In Charge of the Anniversary Bulletin Board

Helen M. Laws

Student Committee on Student Appointments

Mary Ashby Cheek, 1913, Chairman; Mary L. Donaldson, 1913; Margery J. Fassett, 1913; Barbara S. Howland, 1913; Rebecca Thompson, 1913; Sara F. Cook, 1914; Lucile T. Platt, 1914; Elizabeth F. Veach, 1914; Hazel H. Partridge, 1915; Margaret R. Merriam, 1915

Marshals in the Academic Procession

Members of the Faculty

Head Marshal, Eleanor C. Doak; M. Gertrude Cushing, Helen M. Cady, Caroline M. Galt, Ella S. Dickinson, Ada L. F. Snell, Mabel A. Chase, Gertrude S. Hyde, Dorothy Foster, Emma P. Carr, Florence Adams, Sarah Hollands, Selden Ruger

Students

Rebecca Thompson, Isabel L. Laughlin, Class of 1913
Hazel H. Partridge, Ruth S. Rafferty, Class of 1915
Winifred E. Jacobs, Alice B. Mifflin, Class of 1914
Lucile T. Platt, J. Myrtis Foye, Class of 1914

[*Preliminary Announcement*]

MOUNT HOLYOKE COLLEGE

To the President and the Faculty:

The Trustees and the Faculty of Mount Holyoke College desire to announce that the commemoration of the Seventy-fifth Anniversary of the founding of the institution as a seminary will be held on Tuesday and Wednesday, the eighth and ninth of October, nineteen hundred and twelve.

It is hoped that your institution will be represented on this occasion by your president and a delegate. Formal invitations will be sent out at a later date.

The committee will esteem it a favor if you will reply before the first of July, indicating your willingness to participate in these exercises and stating the name of your delegate.

Very truly yours,

.....

For the Anniversary Committee.

South Hadley, Massachusetts
April the Third
Nineteen Hundred and Twelve

[*Circular Sent to Alumnae*]

MOUNT HOLYOKE COLLEGE

The commemoration of the seventy-fifth anniversary of the founding of the institution is planned for the eighth and ninth of October, 1912. In June all former students will receive invitations to be present.

Following is a provisional program:—

Tuesday, October Eighth

10.30 A.M.	Alumnæ Commemoration Exercises Chapel, Mary Lyon Hall
1.00 P.M.	Luncheon for Alumnæ.....Gymnasium
2.30 P.M.	Pageant.....Outdoor Auditorium, Grove
8.00 P.M.	Concert.....Chapel, Mary Lyon Hall

Wednesday, October Ninth

10.30 A.M.	Intercollegiate Commemoration Exercises Outdoor Auditorium, Grove
1.30 P.M.	Luncheon for Delegates and Special Guests Gymnasium

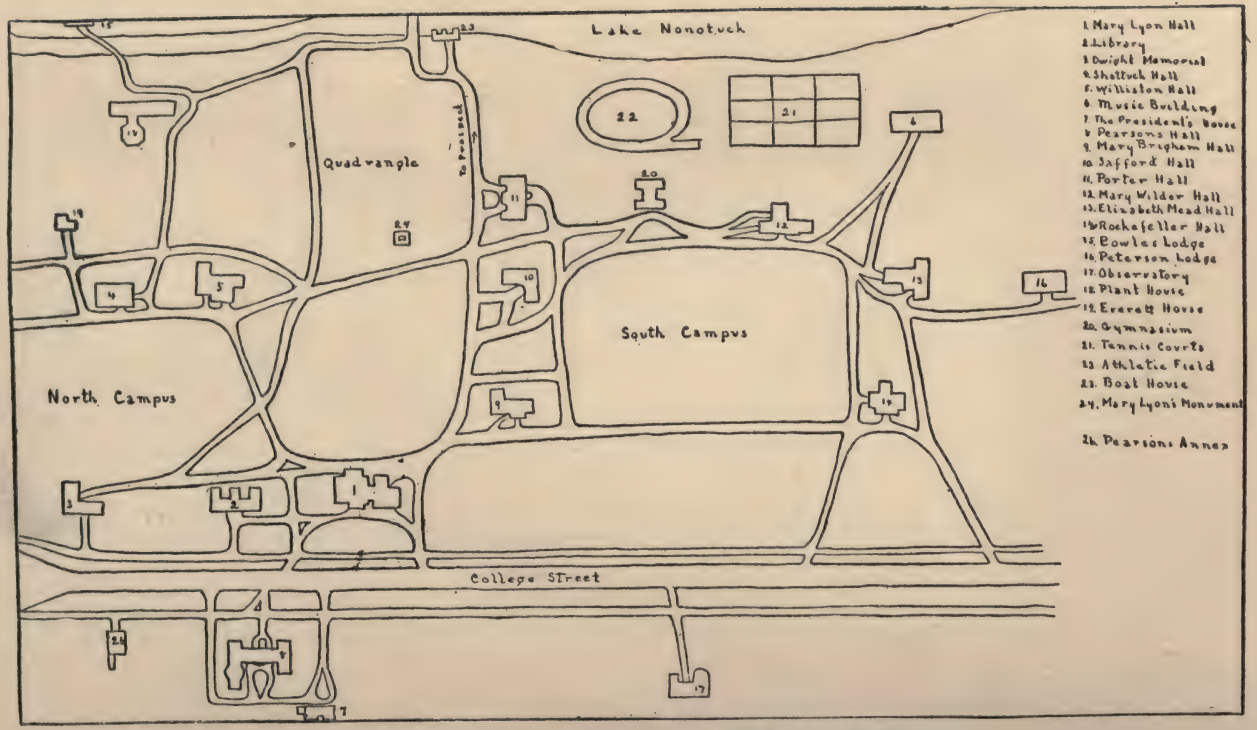
After-Luncheon Speeches

Because we anticipate welcoming a large number of friends on the occasion of this anniversary, we suggest that room and board be engaged at an early date. Each person who expects to attend the commemoration and who desires to secure accommodations in South Hadley, Holyoke, Springfield, or Amherst, is asked to fill out the accompanying blank and forward it to Miss Ada L. Snell, Mount Holyoke College, South Hadley, Massachusetts.

In order to reserve a room a deposit of one dollar ($1.00) for each person must be sent with the application for accommodations. This deposit will be returned if notice of change of plan is received by Miss Snell before October first, 1912. Full charge will be made for accommodations held after that date.

Name.....Class.....
Date and probable hour of arrival.....
Date and probable hour of departure.....
Single or double room in South Hadley.....
Hotel in Holyoke, Springfield, or Amherst.....
Single or double room, with or without bath.....
Meals desired in South Hadley.....

If you are to be accompanied by your husband, please indicate this fact.



CENTRAL PART OF MOUNT HOLYOKE COLLEGE CAMPUS
Only the Main Walks are shown

[General Circular of Information]

MOUNT HOLYOKE COLLEGE

Seventy-fifth Anniversary, October 8 and 9, 1912
Anniversary Program

Tuesday, October Eighth

10:30 a.m.—Alumnæ Commemoration Exercises
Admission by ticket ..... Chapel
1:00 p.m.—Alumnæ Luncheon
Admission by ticket, $1.25 ..... Gymnasium
2:30 p.m.—Pageant
Admission by ticket ..... Outdoor Auditorium
Evening—Illumination of Campus
8:00 p.m.—Song Recital by Madame Louise Homer
Admission by ticket ..... Chapel
9:30 p.m.—Student Serenade of Guest Halls ..... South Campus

Wednesday, October Ninth

9:30 a.m.—Formation of the Procession
Academic Delegates ..... Main Floor of Library
Trustees ..... Room 4, Library
Alumnæ Representatives ..... Rooms 1 and 2, Library
Faculty ..... Room 3, Library
10:30 a.m.—Intercollegiate Commemoration Exercises
Admission by ticket ..... Outdoor Auditorium
1:00 p.m.—Luncheon for Academic Delegates and other Invited Guests
Admission by ticket ..... Gymnasium
2:30 p.m.—Addresses and Presentation of Delegates
Admission by ticket ..... Chapel
Organ Recital at 2:00 p.m.
4:30–6:00 p.m.—President's Reception to Delegates, Alumnæ and Guests
President's House

Anniversary Directory

M. L. H.—Mary Lyon Hall

Information Bureau ..... Main Corridor, M. L. H.
Registration, tickets, badges, mail, time-tables, lost and found articles, directories, the "General Catalogue," student guides.
Outdoor Auditorium ..... Quadrangle
Reception Room ..... Second Floor, M. L. H.
Check Room for Women ..... Second Floor, M. L. H.
Check Room for Men ..... Basement, M. L. H.
Dressing Room for Women ..... Room 2, Third Floor, M. L. H.
Rest Room for Women ..... Room 1, Third Floor, M. L. H.
Smoking Room ..... Room 4, Library
Lavatories for Women ..... Main and Third Floors, M. L. H.
All Dormitories
Lavatories for Men ..... Basement, M. L. H.
Basement, Library
Representatives of the Press ..... Room 4, below Chapel, M. L. H.
Academic Costume, Cotrell and Leonard Agency ..... Room 5, below Chapel, M. L. H.
Historic Collection ..... Lower Corridor, Music Building
Pictures, post-cards, stationery, stamps, college publications, banners, etc., on sale ..... Bookstore and Post Office Corridor, M. L. H.

In case of rain on Tuesday the Pageant will be postponed until Wednesday at 4 o'clock, and the President's Reception deferred until Wednesday evening, from 8 until 10 o'clock.

In case of rain on Wednesday the Intercollegiate Commemoration Exercises will be held in the Chapel with overflow exercises in the Village Church. Those who do not find special chapel tickets in their envelopes will be admitted at the Church on presenting their Auditorium tickets. The rooms for the formation of the procession will be announced by special notices. In case of rain the President's Reception will be held at Pearsons Hall.

Badges. Badge for Alumnæ and Students, blue ribbon with class numerals. Price, $0.15.

Badge for Trustees and Members of the Faculty, blue ribbon with white band. The words *Reception*, *Information*, etc., designate members of committees.

Badge for Delegates from other institutions, white ribbon with blue band bearing the word *Delegate*.

Tickets. Any who find they cannot use tickets reserved for them are asked to return the tickets *promptly* to the Information Bureau.

Reunion Headquarters. A list of the class rooms assigned to reunion classes is posted at the Information Bureau.

Graduate Pins. Order-blanks and Pins at Information Bureau.

Meals. To increase the usual resources of the town, a caterer has been secured to serve meals in the Village Church, lower floor. Lunches put up in boxes may be obtained at College Inn.

Carriages for those wishing to go up Prospect Hill or to their boarding places will be found in front of Mary Lyon Hall. Charge, $0.25.

Baggage Express. Box for orders at Information Bureau. Orders collected every two hours. A claim check should be secured and the express charge paid when baggage is taken. Baggage should be taken at least four hours before train-time.

Public Telephones in Post-office Corridor, Mary Lyon Hall, and at Glesmann's and Loomis & Sperry's drug stores.

Electric Cars leave the Village Green for Holyoke every fifteen minutes, beginning on the hour. Cars leave the Green for Amherst at twenty minutes past and ten minutes of the hour.

Daily Papers in Library, Smoking Room, Reception Room.

Alumnæ Writings, on exhibition in the William Skinner Memorial Room, Library.

Change of Address. Alumnæ are asked to report changes of address to the Alumnæ Secretary, Miss Mary W. Crowell, at the Information Bureau. Other items for the card catalogue kept by the Secretary and for "The Mount Holyoke" are also desired.

NOTES AND INSTRUCTIONS.

Delegates will be met at the station in Holyoke by representatives of the College, who will direct them to the electric cars.

Baggage checks should be left at the station in Holyoke. Baggage should be distinctly marked with the owner's name.

Electric cars marked South Hadley Center or Mount Holyoke College will pass the station in Holyoke every fifteen minutes.

Upon their arrival at the College, delegates are requested to register at the information bureau.

The INFORMATION BUREAU will be found in the entrance corridor of Mary Lyon Hall. Delegates are referred to this bureau for

tickets of admission to the various exercises and to the academic procession;

mail, which may be addressed Care of the Information Bureau, Mount Holyoke College, South Hadley, Massachusetts;

local papers;

checks for wraps, bags, umbrellas, etc.;

time-tables.

Boston, New York, and Chicago papers may be consulted in the Library.

It is suggested that those who expect to attend the pageant provide themselves with opera or field glasses.

A coat and robing-room for women will be reserved on the third floor of Mary Lyon Hall; one for men, on the ground floor of the hall. A room for smoking will be provided on the first floor of Williston Hall.

The procession will be formed on Wednesday morning at half past nine o'clock and college representatives are requested to assemble in the Library. Tickets indicating the place in the procession will be distributed.

Academic costume will be worn by college delegates at the exercises on Wednesday morning and afternoon, and need not be removed for the luncheon.

Those desiring to rent academic costume may fill out the enclosed bank and forward it to Cotrell and Leonard, Albany, New York, requesting that the costumes be sent addressed to them at the College, Care of Miss Anne S. Young. These costumes may be claimed on Tuesday afternoon or on Wednesday morning at Room 5 on the ground floor of Mary Lyon Hall.

The College halls will be open for inspection on Tuesday and Wednesday. Student guides will be furnished upon application at the information bureau.

Any further information regarding the anniversary will be given promptly upon request to Miss Caroline B. Greene, Mount Holyoke College, South Hadley, Massachusetts.

NOTES AND INSTRUCTIONS.

Information with regard to accommodations in South Hadley, Holyoke, Amherst, or Springfield may be obtained by writing to Miss Ada L. Snell, Mount Holyoke College.

Guests will be met at the station in Holyoke by representatives of the College, who will direct them to the electric cars.

Baggage checks should be left at the station in Holyoke. Baggage should be distinctly marked with the owner's name.

Electric cars marked South Hadley Center or Mount Holyoke College will pass the station in Holyoke every fifteen minutes.

Upon their arrival at the College, alumnæ are requested to register at the information bureau.

The INFORMATION BUREAU will be found in the entrance corridor of Mary Lyon Hall. Alumnæ are referred to this bureau for

tickets which have been reserved for those who have signified their wish to attend the various functions;
anniversary badges;
information regarding the location of the headquarters of classes holding reunions;
mail which may be addressed Care of the Information Bureau, Mount Holyoke College, South Hadley, Massachusetts;
local papers;
checks for wraps, bags, umbrellas, etc.;
time-tables.

Boston, New York, and Chicago papers may be consulted in the library.

A resting and writing-room will be found on the second floor of Mary Lyon Hall.

Dressing-rooms for alumnæ will be found on the third floor of Mary Lyon Hall.

So far as possible, each class will be represented in the academic procession on Wednesday morning by one member chosen by the class. These representatives will meet to form

for the procession at half-past nine o'clock in rooms 3 and 4 on the ground floor of the library. Tickets, indicating the place in the procession, will be distributed to the representatives. Academic dress will not be worn by alumnæ.

Any further information will be furnished promptly upon request to Miss Caroline B. Greene, Mount Holyoke College.

[Circular for Guests not Entertained]

NOTES AND INSTRUCTIONS.

As there are no hotels in the town of South Hadley, accommodations must be secured in Amherst, Holyoke, Northampton, or Springfield. The following hotels are suggested:—

Amherst, Massachusetts
Amherst House
Prospect House

Holyoke, Massachusetts
Hotel Hamilton
Marble Hall

Northampton, Massachusetts
The Draper

Springfield, Massachusetts
Cooley House
Hotel Kimball
The Worthy

Guests will be met at the station in Holyoke by representatives of the College who will direct them to the electric cars. Electric cars marked South Hadley Center or Mount Holyoke College will pass the station in Holyoke every fifteen minutes.

Upon their arrival at the College, delegates are requested to register at the information bureau.

The INFORMATION BUREAU will be found in the entrance corridor of Mary Lyon Hall. Delegates are referred to this bureau for

tickets which have been reserved for those who have signified their wish to attend the various functions;
mail, which may be addressed Care of the Information Bureau, Mount Holyoke College, South Hadley, Massachusetts;
local papers;
checks for wraps, bags, umbrellas, etc.;
time-tables.

Boston, New York, and Chicago papers may be consulted in the Library.

It is suggested that those who expect to attend the pageant provide themselves with opera or field glasses.

The College halls will be open for inspection on Tuesday and Wednesday. Student guides will be furnished upon application at the information bureau.

Any further information regarding the anniversary will be given promptly upon request to Miss Caroline B. Greene, Mount Holyoke College, South Hadley, Massachusetts.

Author Educat. Univ. M.

129400

Title Mount Holyoke College, the seventy-fifth anniversary.

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